DOCUMENT RESUME

ED 038 363 SP 003 754

TITLE	An Evaluation of the Flint Hills Educational Research and Development Association. Final Report.
INSTITUTION	Kansas State Teachers College, Emporia.
PUB DATE	20 Feb 70
NOTE	108p.
EDRS PRICE	EDRS Price MF-$0.50 HC-$5.50
DESCRIPTORS	College School Cooperation, *Educational Finance, *Educational Programs, *Interschool Communication, *Regional Cooperation, *Regional Programs, School Community Cooperation, School Districts

ABSTRACT

An evaluation of this association of 13 school districts, founded in 1965 to provide a cooperative effort in sharing some federal programs sponsored under the new Elementary and Secondary Education Act, was conducted to determine whether the association was achieving its primary objective of providing a more comprehensive education for the children of its member districts than could have been done by the districts individually. Evaluation was accomplished by studying results of interviews with superintendents; questionnaires sent to principals, teachers, parents, several school board members, and cooperating college faculty; and reports from projects proposed by the association. Conclusions are that the association has been successful in several areas, including sponsoring communications, influencing attitudes, and finding revenue sources for projects. The six association projects have had varying degrees of success and their total impact is yet to be assessed. (An appendix contains interview and questionnaire forms and an abstract of the association's history and activities.) (RT)

ED038363

FINAL REPORT

An Evaluation of the Flint Hills Educational Research and Development Association

Kevin Morse, Project Director

February 20, 1970

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

SP003754

Acknowledgements

This project could not have been completed without the full cooperation of the superintendents and staff of each of the districts in the Flint Hills Association. The investigator wishes to acknowledge their cooperation as well as that of the observers and student assistants who made this report possible. Appreciation is also extended to Dr. Glen Crumb and Dr. Bill Lashier whose help, along with that of the organizations they represent, was invaluable.

Kevin Morse, Project Director
Kansas State Teachers College
Emporia, Kansas
1970

TABLE OF CONTENTS

Page

Acknowledgements i
Table of Contents ii
List of Tables and Figures iii
I. Purpose 1
Paradigm of Flint Hills Activities 2
II. Procedure 3
Sources of Data Table 5
III. Results 6
1.0 Communications Functions 6
2.0 Research and Development 20
3.0 Influence on Attitudes 52
4.0 Potential and Problems 71
IV. Conclusions 80
Appendix One 85
Appendix Two 89
Appendix Three 95
Appendix Four 96
Appendix Five 99
Appendix Six 100

LIST OF TABLES AND FIGURES

Tables and Figures Page

1. Level of Information of Principals and Teachers Concerning FHERDA Purposes and Activities 8

2. Project Familiarity of Professionals 8

3, 4, and 5. Attitudes of Professionals Toward Effects of FHERDA on Professional Relationships 9

6. Professional's Evaluation Concerning Distribution of Control and Direction of FHERDA Projects 10

7. Professionals Evaluation Concerning Distribution of Ideas for FHERDA Projects 10

8. Level of Information of Lay People Concerning FHERDA Purposes and Activities 16

9. Project Familiarity of Lay People 17

10. Project Involvement of Lay People 17

11 and 12. Attitudes of Lay People Concerning Opportunities to Communicate with Professionals 18

13. Attitudes of Lay People Concerning Distribution of Control and Direction of FHERDA Projects 19

14. Sources of Funding for FHERDA Projects 22

15. Operating Revenue for FHERDA 24

16. School Involvement with FHERDA Projects 35

17. Effects of FHERDA Projects on School Staffing 35

18. Involvement of Principals and Teachers with FHERDA Projects 43

19. Influence of FHERDA Projects on Professional Staff 43

20. Influence of FHERDA Projects and Activities on Staff Job Decisions 44

21, 22 and 23. Effects of FHERDA Projects on School Operations 48

24 and 25. Attitudes of Questionnaire Respondents Toward FHERDA 56

26, 27, and 28. Attitudes of Questionnaire Respondents Concerning Possible Benefits of FHERDA 57

Tables and Figures

Page

29. Attitudes of Questionnaire Respondents Toward FHERDA Effects on Communication 58

30. Attitude of Respondents Concerning Continuance of FHERDA 58

31. Student Attitudes Toward FHERDA 68

32. School Attitudes Toward Observers 68

33. Atmosphere of Schools in FHERDA Districts by Grade Level and Project Involvement 69

Report on the
Evaluation of the Flint Hills Educational
Research and Development
Association

I. PURPOSE

The purpose of this report is to provide evidence as to the influence of the Flint Hills Educational Research and Development Association (FHERDA)* on its member districts and the people they serve. The report was commissioned by the Association in an effort to obtain objective evidence regarding the degree to which it is achieving its stated objectives. Specific objectives of FHERDA are:

> To provide through cooperative study, efforts, and financial support an educational program for the children of our individual districts which could not be accomplished individually.
>
> To make application for grants from federal and individual organizations conducting educational research.
>
> To provide and exchange data and to cooperate with other institutions, foundations or organizations conducting educational research.
>
> To discuss and seek solutions to comparable problems of our districts through fellowship of this association.
>
> To develop an association which provides a service to its members and strives to never allow its members to become servants of the association.

As a starting point for developing a process of data collection and analysis, a gathering of the twelve superintendents of FHERDA affiliated districts was interviewed. From this interview information was obtained which allowed for the development of a paradigm of FHERDA activities.

*For a general description of FHERDA and its activities refer to appendix I.

Paradigm of Flint Hills Activities*

Change Agent–FHERDA

- 1.0 COMMUNICATIONS FUNCTIONS
  - 1.1 Professional Contacts
  - 1.2 Lay Contacts
- 2.0 RESEARCH AND DEVELOPMENT FUNCTIONS
  - 2.1 Financial Considerations
    - 2.11 Sources of Revenue
      - 2.111 Federal
      - 2.112 State
      - 2.113 Local
    - 2.12 Expenditures
      - 2.121 FHERDA
        - 2.1211 Personnel and Services
        - 2.1212 Research
      - 2.122 Local Education Agencies
  - 2.2 Program Development
    - 2.21 Curricular
    - 2.22 Extra Curricular
    - 2.23 Personnel and Practices
- 3.0 INFLUENCE ON ATTITUDES
  - 3.1 Students
  - 3.2 Lay
  - 3.3 Administration
  - 3.4 Faculty
  - 3.5 Other Professional
- 4.0 PROBLEMS AND POTENTIAL

---

*Results of initial interview are described in Appendix II.

II. PROCEDURE

Analysis of the paradigm led to the development of instruments designed to obtain data which would reflect the degree to which FHERDA has affected the various components included. The instruments developed include:

A. Interview Questions*

Because of the time factor, separate interviews with each superintendent were not possible. In order to obtain information from individual superintendents, a set of fifteen questions was developed and distributed by mail for their response.

Responses of the superintendents to the interview questions were analyzed and categorized into appropriate areas of the activities paradigm. Statements of the superintendents are cited where applicable in subsequent sections reporting results.

B. Questionnaire**

Evidence regarding the degree of involvement and the attitudes of people affected by FHERDA was obtained through the use of a questionnaire which was distributed to:

1. All principals in FHERDA districts
2. All teachers in FHERDA districts
3. Ten to fifteen parents in each FHERDA district
4. At least two school board members in each district
5. All Kansas State Teachers College faculty associated with FHERDA or its projects.

A total of 523 questionnaires were returned of the 804 that were distributed. The modest percentage (65%) of return was not unexpected since more questionnaires were sent out than were absolutely necessary and since the time between distribution and collection was less than two weeks. A number of respondent's questionnaires were not considered since they declined to respond due to their being new in the area and not familiar with FHERDA. Results of the questionnaire are reported on only the 473 respondents who made an effort to complete it.

---

*A sample interview form is found in Appendix 3.

**A sample questionnaire is found in Appendix 4.

C. Analysis of Project Proposals and Reports

The Flint Hills Association is directly responsible for the acquisition of six grants of money for its member districts through the sponsorship of written proposals to funding agencies. The proposals themselves and the final reports and evaluations of funded projects provided a source of data for this report.

Since project proposals and reports are available for study, only general comments concerning them will be made where applicable in this report.

D. Observation*

The final source of data for this report resulted from the observation of all schools and all classrooms in all the districts included in FHERDA. An observation form was developed which was designed to produce data regarding the influence of FHERDA in several areas of the school curriculum. Twenty-six junior education majors at KSTC were given training in the use of the observation system and assigned to schools in the FHERDA districts for observation. Observers spent time in schools talking to faculty and students and observing each classroom for a five-minute segment.

All schools in the districts served by FHERDA were observed but due to Christmas programs and other activities not all classrooms could be seen in progress. Parts of the observation system were inadequately designed to accurately reflect what was seen, so only selected parts of the observation data will be reported in the section on results. Another reason for not using the complete data from the observation form stems from the realization subsequent to data collection that observers were inadequately trained in certain aspects of the system relating to classroom observation. This data was considered invalid and is not used in reporting results.

*A sample observation form is found in Appendix 5.

SOURCES OF DATA

Areas of FHERDA Influence	Analysis of Projects	Interviews	Question-naires	Observation
1.0 COMMUNICATIONS				
1.1 Professional	ALL	7,**, 9, 10	14, 12***, 17, 18, 2, 3, 11	15****
1.2 Lay	1*	8	12, 14, 17, 2, 3, 4, 9, 11	15
2.0 RESEARCH AND DEVELOPMENT				
2.1 FHERDA Finances				
2.11 Sources of Revenue				
2.111 Federal	ALL			
2.112 State	ALL			
2.113 Local	ALL	6		
2.12 Expenditures O				
2.121 FHERDA Operation				
2.122 Personnel and Practices		13		
2.2 Program Development				
2.21 Curricular	1, 2, 3, 4, 5	2, 3	19	5, 6, 15
2.22 Extra Curricular	1	2	19	5, 6, 15
2.23 Personnel and Practices	ALL	4, 5	4, 5, 10, 21	7, 8, 9
3.0 INFLUENCE ON ATTITUDES				
3.1 Students	1. 2. 3. 4			10. 14. 15
3.2 Lay People	1		6, 7, 8, 9, 12 14, 16, 22	15
3.3 Administration	6	14, 15	6, 7, 8, 9, 12 14, 16, 22	11, 15
3.4 Faculty	1, 2, 3, 4		6, 7, 8, 9, 12 14, 16,22	15
3.5 Other Professional	6		6, 7, 8, 9, 12 14, 16, 22	
4.0 POTENTIAL AND PROBLEMS		11, 12	20	15

* Project number (same as in questionnaire)
** Number of question on interview form
*** Number of question on questionnaire
**** Number of question on observation form
O Data from interview with FHERDA officers

III. RESULTS

Reportage of the results of data collection will be made on the basis of the paradigm designed to display FHERDA activities. For some areas of FHERDA activities only one data source provided relevant data while for others all four data sources proved relevant. (see previous page)

1.0 Communications

One of the primary purposes for which FHERDA was established (see objectives, page 1) was to increase and improve communication between professional educators and between educatiors and laymen. To determine to some extent whether this objective is being met, specific questions were formulated for both the interview and questionnaire forms. Project proposals and reports also provided some evidence concerning this aspect of FHERDA activity.

1.1 Professional communications

A. Results from Superintendents Interview form. The following is a list of statements by superintendents in response to specific interview questions related to professional communications.

Question 7. How have your district's relationships with other districts been influenced by FHERDA?

Improved relations and communication are very evident.

Relationships have been improved through the cooperative attempts to work together in seeking programs through federal grants, college assisted programs, and FHERDA programs. Working relationships with other districts have been improved to the extent that districts do not strive to outdo the other districts, do not try to hog all of the potential gains of one help source such as KSTC, do not feel jealous of another's position.

It is almost unbelievable the cooperative relationship which has developed because of the necessary meetings to carry on the business of FHERDA. This association has become virtually an intermediate administrative unit between the local school district and the State Department of Education.

As a result of FHERDA we have found some distinct advantages in getting together with other districts and working out cooperative projects. It has tended to lessen the jealously which is too often characteristic of districts near to one another.

Improved relationship.

Our relationships with other districts have been improved a great deal and as far as my district goes it has brought about a direct cooperation between three surrounding districts in the fact that we share a psychologist, a special education program, and a speech therapist program. I am sure that if we didn't have the Flint Hills organization that we would have been unable to get together and provide these programs that our children need so badly. Incidently most of the planning of these programs has been done during the days that we have the Flint Hills meetings.

The passing of teaching techniques, administrative policies and information.

There has been a closer relationship with other districts in the organization. We have put more trust in each others' ideas and programs. Cooperative programs have been developed between or among districts.

Much closer cooperation on many subjects.

For the first time in years, superintendents of rival communities have been able to sit down and discuss common problems. They have been able to work together cooperatively toward the improvement of instruction in their individual districts where in the past no one would admit they even had a problem. They have always been competitors and to admit problems existed in their district would betray the trust placed in them by their board of education.

B. Questionnaire*

The following is a display of responses made by each category of respondent to specific questions included in the questionnaire.

Question: If someone were to ask me about the purposes and activities of FHERDA, they would find me (1) well informed, (2) adequately informed, (3) unsure, (4) poorly informed, (5) completely in the dark.

	Principal	High School Teachers	Grade School Teachers	KSTC Faculty
Well informed	7	7	7	1
Adequately informed	14	33	72	7
Unsure	2	35	53	1
Poorly	5	45	47	0
In the Dark	0	33	13	0

Question: Use the following list of projects to respond to the next statement. "I am familiar with:"

	Principal	High School Teachers	Grade School Teachers	KSTC Faculty	Total
The Madison Art, Music and Drama Project	21	50	94	6	171
The Flint Hills Elementary Science Project	23	38	117	7	185
The Council Grove Latin American Project	12	1	54	2	69
The Cooperative College–School NSF Project (AAAS Science–A Process Approach	11	9	32	5	57
The Special Education Media Center	16	27	54	3	100
The ESEA Seminar on Curriculum (Dr. Bowman–mini-grant)	7	0	6	2	15

*See Appendix 6 for display of total questionnaire data.

Question: Please react to the following statements with the number of the response which most nearly reflects your personal opinion. Respond only to those statements that apply to your situation. 1. Agree strongly. 2. Agree. 3. No opinion. 4. Disagree. 5. Disagree strongly.

I think it is advantageous to have a college person as project director at least half time.

	Principal	High School Teachers	Grade School Teachers	KSTC Faculty	TOTAL
Agree strongly	2	17	17	2	39
Agree	10	33	83	3	129
No opinion	8	50	56	2	116
Disagree	2	3	4	0	9
Disagree strongly	0	1	5	0	6

FHERDA and its member districts have benefitted from their ties with KSTC through projects

Agree strongly	6	14	31	7	58
Agree	13	46	90	2	151
No opinion	5	54	44	2	105
Disagree	0	1	0	0	1
Disagree strongly	0	0	2	0	2

I have had more opportunities to communicate with professional educators and with the people of the community as a result of FHERDA projects.

Agree strongly	4	11	18	4	37
Agree	15	13	50	4	82
No opinion	3	46	56	1	106
Disagree	2	24	29	0	55
Disagree strongly	1	14	6	0	21

Question: How do you feel the control and direction of Flint Hills have been distributed? Rank the following in the order that you feel control (A) Has been, (B) Should be distributed.

(A) Has been	Principals	High School Teachers	Grade School Teachers	KSTC Faculty
College people	1	1	1	2
Superintendents	2	2	2	1
School Boards	5	5	3	3
Principals	3	3	4	4
Teachers	4	4	5	5 (tie)
Lay Public	6	6	6	5 (tie)
(B) Should be				
College people	4	1	3	4
Superintendents	1 (tie)	4	4	1
School Boards	5	5	5	2
Principals	1 (tie)	3	2	3
Teachers	3	2	1	5
Lay Public	6	6	6	6

Question: Where have the ideas for FHA projects come from? Rank the following in the order that you feel ideas (A) Have come from, (B) Should come from.

(A)Have				
College people	1	1	1	1
Superintendents	2	2	2	2
School Boards	5	5	5	5

Principals	4	3	4	3
Teachers	3	4	3	4
Lay Public	6	6	6	6
(B)Should come from				
College people	4	3	3	1
Superintendents	3	4	4	2 (tie)
School Boards	5	5	5	5
Principals	1	1	1	4
Teachers	2	2	2	2 (tie)
Lay Public	6	6	6	6

C. Observation

Observers in the schools made the following comments concerning professional communication:

1.1 Professional

The principal suggested that the information be shared with the teachers on this project. He was fairly new but commented that the superintendent had not properly informed him or the teachers. Students and teachers were ignorant of what the FHERDA was.

Librarian didn't know very much about the Flint Hills projects. Limited material. Part-time librarian teaches home economics. Not a great deal of audio visual material.

Principal was new and didn't know about Flint Hills.

Some teachers not interested or thought it was a waste.

Very good feelings of all teachers toward AAAS science project.

New principal and teachers didn't know too much about FHERDA.

Besides AAAS, art, music, drama was the only other one they knew about and they didn't know much about it.

Services in past years lacked communication. Teachers don't understand how to use it. Interpretation of program is needed.

Most teachers as a whole were not too informed about association.

D. Project Proposals and Reports

Communication between professional educators (administrators, high school faculty, college educators, and lecturers furnished by FHERDA for individual classroom) was increased in three areas.

First, key (trained) local faculty were able to observe methods and techniques utilized by lecturers and "traveling" teachers available through FHERDA projects.

Second, the teacher education and in-service workshops have enhanced the possibility for the local educators involved to exchange ideas on methods and techniques, plus increasing the educational level of the local educators.

Third, the seminars made available for administrators made them knowledgeable of possible deficiencies in curriculum. Ideas also were interchanged for implementation of the techniques to correct the deficiencies.

1.2 Lay Communications

For any school related organization or activity to meet with continued success it must be accepted by the lay public. The basic purpose of FHERDA is to serve the pupils of its member districts and through them the members of the community. For its continued existence FHERDA must rely to some extent on the goodwill of the lay public in communities served. Though it is difficult to readily or clearly ascertain the general sentiment of as large a population as FHERDA serves, the following data provide some measures of the influence FHERDA has had on the general public.

A. Results from Superintendents Interview Form

The following represents the feeling of the school superintendents of the FHERDA districts in response to an interview question related to public awareness of its activities.

Question 8. In what ways have school and community relationships been affected by PHERDA?

Difficult to measure.

It is difficult to say that school and community relationships have been improved directly or indirectly by FHERDA. People in general do not look forward to change because of its threatening aspects. However, if we are to improve in education, we must force change. I look at FHERDA as the prime change agent in our school community.

Improvement in general attitude, appreciation and work for the art, science and music department.

Closer school and community relationships have resulted to a smaller degree in our district than we would have liked. Although parents were brought into the school through several of the projects, very few parents probably had a good understanding of the purpose of the project. This district has already had a good school-community relationship before becoming a FHERDA member and further improvement may not have been as noticeable as it could have been otherwise.

If I had to criticize anything as far as the Flint Hills organization goes it would probably be our community relationships; however, the music, culture, art and drama program probably did more to help the community relationships than anything. I think possibly the local school district here has probably fallen down on informing the community and keeping them abreast of what is happening; however, they are fully aware of the science program and what we are doing as well as the new math program. The concerts, plays, etc., that were brought in by the Flint Hills were enjoyed a great deal by all the people who saw them, however, in some instances I was rather disappointed in the crowd. Of course, you have to keep in mind this is a rural area and it is hard sometimes to get these people out to this type of function.

People from our community participated in many of the FHERDA programs as spectators—this tended to improve the image of the school. Many people participated directly in the projects and received a sense of satisfaction. Adversely, some criticism was received for spending so much money without seeing tangible results.

Much closer cooperation and involvement—community programs, displays, shows, etc.

School and community relationships have been improved by being able to add adult education courses in the district. Some of the patrons realize that the improvement of instruction has come through Flint Hills and many others do not know this.

B. Questionnaire

Though the sample of laymen responding to the questionnaire was quite small (56) and perhaps not completely representative of the general population served by FHERDA, their responses to selected questions may provide a rough estimate of general public sentiment. Forty-two parents and fourteen school board members responded.

Question: If someone were to ask me about the purposes and activities of FHERDA, they would find me (1) well informed, (2) informed, (3) unsure, (4) poorly informed, (5) completely in the dark.

	School Board Members	Parents	Total
Well informed	0	2	2
Adequately informed	7	16	23
Unsure	4	12	16
Poorly informed	2	8	10
Completely in the dark	0	2	2

Question: Use the following list of projects to respond to the next statement "I am familiar with".

	School Board Members	Parents	Total
The Madison Art, Music and Drama Project	12	27	39
The Flint Hills Elementary Science Project	11	30	41
The Council Grove Latin American Project	4	8	12
The Cooperative College–School NSF Project (AAAS Science–A Process Approach)	2	2	4
The Special Education Media Center	3	13	16
The ESEA Seminar on Curriculum (Dr. Bowman–mini-grant)	1	2	3

Question: Use the following list of projects to respond to the next statement "I was or am involved with"

The Madison Art, Music and Drama Project	0	7	7
The Flint Hills Elementary Science Project	0	6	6
The Council Grove Latin American Project	0	3	3
The Cooperative College–School NSF Project (AAAS Science–A Process Approach)	0	0	0
The Special Education Media Center	1	3	4
The ESEA Seminar on Curriculum (Dr. Bowman–mini-grant)	0	2	2

Question: Please react to the following statement with the number of the response which most nearly reflects your personal opinion. Respond only to those statements that apply to your situation. (1) Agree strongly. (2) Agree. (3) No opinion. (4) Disagree. (5) Disagree strongly.
"FHERDA and its member districts have benefitted from their ties with KSTC through projects."

	School Board Member	Parent	Total
Agree strongly	3	7	10
Agree	10	17	27
No opinion	0	10	10
Disagree	0	1	1
Disagree strongly	0	0	0

"I have had more opportunities to communicate with professional educators and with the people of the community as a result of FHERDA projects.

Agree strongly	0	4	4
Agree	5	9	14
No opinion	3	10	13
Disagree	1	1	2
Disagree strongly	0	2	2

Question: How do you feel the control and direction of Flint Hills projects have been distributed? Rank the following in the order that you feel control (A) Has been, (B) Should be.

	School Board Member	Parent
Has been		
College people	1	1 (tie)
Superintendents	2	1 (tie)
School boards	4	5
Principals	3	3
Teachers	5	4
Lay Public	6	6
Should be		
College people	2	1
Superintendents	1	2
School boards	3	5
Principals	4	3
Teachers	5	4
Lay Public	6	6

C. Project Proposals and Reports

The availability of lay participation and exposure to FHERDA's project was limited to the Music, Art and Drama project.

First, local community patrons of arts and interested learners were invited to participate in the Art phase of the project. Civic clubs were invited to sponsor art festivals that offered both students and local adult patrons the opportunity to exhibit their work, thus receiving recognition for themselves. This also provided the viewers of the exhibits an opportunity to receive exposure to art.

Second, in the symphony phase of the project an evening symphony program was put on each year by the KSTC symphony. All of the local community was invited to attend.

There was no evidence in the final evaluative reports of lay participation in the drama phase of the Music, Art and Drama project.

2.0 Research and Development

The area in which FHERDA has had the most impact and toward which most of its energies are directed is that of research and development. Primarily through the efforts of FHERDA, six funded projects have taken place in the districts it serves.

2.1 FHERDA finances

As a result of FHERDA efforts a great deal of money has been brought into member districts for the support of research projects. FHERDA itself has been supported by monies from its member districts.

2.11 Sources of Revenue

Revenue for FHERDA projects has come from sources other than FHERDA districts.

2.111 Federal

2.112 State

2.113 Local

The following is a summary of projects and funds resulting from FHERDA. Exact figures on local contributions were not available but represented a very small portion of total contributions.

Sources of Funding for FHERDA Projects

Project	Duration	Total Funds	Federal	State	Local*
The Flint Hills Cultural Enrichment Program	2½ yrs.	$350,000	$350,000		
The Flint Hills Elementary Science Program Development Project	3 yrs.	330,000	330,000		
Latin American Project	3 yrs.	95,000	95,000		
AAAS Science Project	2½ yrs.	42,000		$42,000	
Special Education Media Center	2½ yrs.	66,000		66,000	
ESEA Seminars on Curriculum	1 yr.	1,000	1,000		
		$884,000	$776,000	$108,000	Token

*School district or KSTC

School superintendents made the following comments in regard to a question concerning local financing.

2.113 Local

Question 6. How has FHERDA influenced local school financing?

So far, the local school district has provided in their general fund budget the means by which they can pay dues into the FHERDA, purchase materials needed to upgrade classes and programs directly instituted by the FHERDA, provide substitute teacher pay for in-service workshops attended by teachers and provided administrators time and expenses for working cooperatively towards maintaining the FHERDA.

Increased spending.

Local school financing is probably higher per pupil than it would be if we were not a member of the Flint Hills Association. The main reason for this is because we have attempted to pick up the better parts of the federally financed programs we have been involved in, after the federal money ran out.

Assembly programs (art, music and plays) that we would not otherwise have had because of cost.

FHERDA's influence on local school financing has in some cases meant being able to put a new program into effect as a cooperative project where our district would not have been able to do so on its own. Some group purchasing has been done through FHERDA on a much more economical basis than could have been done by each school purchasing individually. In our own district involvement with FHERDA has probably increased the financial burden as a result of putting into effect new programs that were found to be desirable as a result of Title III or other FHERDA projects. However, this may have been the most economical way to achieve the result since we did not need to finance a new program without first knowing whether it would work in our school system.

It has affected local financing indirectly because our local district has tried to pick up all the programs that we felt that we possibly could with local funds. We have not been able to pick up the art program as we would like to have done. We've done our utmost to retain the programs that we felt were beneficial to our district. In most instances we have been able to do this except as I mentioned before in the field of art.

The district is now or has supported programs through FHERDA that probably would not have been financed locally. New programs have been developed and financed locally since FHERDA was organized: art program, science program, certain aspects of the music program.

Pumped more money into local program.

The Flint Hills projects exposed our district to many needs. In order to provide for these needs there has been a terrific increase in budget which is not widely appreciated by board members and tax payers of the district.

2.12 Expenditures

There is a fee for member districts to belong to FHERDA. The money received from district dues are used for operation and administration of the organization.

2.121 FHERDA operation

Investigation of FHERDA publications along with an interview with its executive secretary yielded the following data concerning the operations of FHERDA.

Dues from member districts of FHERDA in its 4 years of operation have been based on student population figures. In its first full year, each district provided $3.00 per student for FHERDA and the rate has been changed each year since. The following represents the degree of commitment of member districts.

Year	Rate	Approximate School Population	Total Funds
66-67	$3.00	8,000	$24,000
67-68	1.00	8,000	8,000
68-69	.50	8,000	4,000
69-70	1.00	8,000	8,000
	Total operating funds		$44,000
	Average cost per district		$ 3,666
	Average cost per district per year		$ 918

2.122 Personnel and Practices

Dues for FHERDA are expended for a part-time executive secretary and for office staff (secretary) and supplies. Specific breakdowns of expenditures were not readily obtainable at the time this report was written but can be obtained from the FHERDA office in Emporia.

Superintendent responses to a question concerning the operation of FHERDA include the following.

2.122 Personnel and Practices

Question 13. How can the functioning of FHERDA be improved?

Limiting discussions at meetings to school problems.

There needs to be a greater follow-up of these projects.

Projects to give teacher training as an inservice program; more projects to cause pupil involvement; continued effort in bringing to students the touch of art, science and music that small rural areas just do not have and cannot finance because of money and people.

FHERDA needs large permanent quarters. The various special materials used in previous Title III and other projects need a central facility where they can be stored and made more readily available for members to use.

I think that the paramount thing that we need to do to improve the Flint Hills is to get a permanent headquarters and establish a permanent staff that we can utilize and will be working full time trying to improve our organization and offer new services to our school.

Involve teachers more in planning of projects. Improve business meetings, by having business meetings and then conversation and stores–get business done first. Devise a news organ and make available to all teachers in the area. Allow teachers to meet each time administrators do to discuss their problems and ideas and present them to the administrators.

Continue looking for areas of common concern. Cooperative efforts.

I feel that the functions of the Flint Hills could be improved if there were a larger district assessment of funds so that more shared programs could be paid for from the Flint Hills.

2.2 Program Development

The ultimate aim of FHERDA research activities is to alter ongoing programs in the schools of member districts. All four sources of data provide some evidence of the degree to which FHERDA activities have affected school programs.

2.21 Curricular

2.22 Extra curricular

A. Results from superintendents interview forms

Superintendents made the following responses to questions related to changes in curriculum brought about through FHERDA influence.

2.21 Curricular

2.22 Extra Curricular

Question 2. What curricular changes are noticeable as a result of FHERDA activities? Extra curricular?

The most noticeable change has occurred in the area of science. A number of the science teachers have changed to up-to-date methods or approaches to the teaching of science. The projects used have gone into greater depth of follow-up than would have occurred if taken by a regular college course. We have not instituted an art course into our high school curriculum but the art project brought to the attention or emphasized the fact that it is much needed and it will be added when facilities become available.

Art, science and social science classes have become action classes with student participation.

The curricular changes which have been greatly strengthened include the changing of the science teaching concept from kindergarten through grade twelve. This basic change has resulted from a science involvement approach or laboratory experiences by the pupils themselves. Prior to the science involvement approach, science in this school system was generally being taught in strictly a teacher-reading method. Through Flint Hills Association, we have been able to establish our own art program with a highly capable art instructor.

Earth science, biology, musical programs, art exhibits and play productions. Extra curricular activities questionable.

Curricular changes resulting from FHERDA activities:

a. New primary grades' science program
b. New elementary and junior high science programs
c. New earth science program
d. New art program in high school and junior high
e. More emphasis on drama instruction
f. Revised curriculum for study of Latin American countries in elementary grades
g. Increase in extra curricular activities in music, art and drama. This now involves regularly scheduled trips to art museums, concerts, and theatrical productions.

Probably the biggest change in curriculum has come in our science curriculum. The math curriculum has also been indirectly affected. As far as extra curricular activities possibly some additional music has been added because of the influence of the music, art and cultural project.

Science curriculum greatly influenced by Flint Hills science workshops for the science teachers.

An art program has been developed in the local district. Ideas from various projects have been incorporated into existing programs. A new approach to the teaching of science has been adopted. An attempt is made to attend more programs sponsored by KSTC which are relevant to our local programs.

Marked improvement in areas of music, art, drama, social studies.

We had to completely remodify our science program from grade one through twelve. This not only required more science equipment, materials, and courses, but also brought about changes in teaching techniques with our staff.

We were able to train instructors and initiate an aviation program for both high schools in our district.

Our band program grew from five members to fifty-five members. In addition to this, we have a fifty member junior high band and sixty member beginners band which we never had before the Flint Hills organized and we entered into the Title III program with Madison.

In the area of Art, all of our elementary teachers benefited greatly and as a result, we have enough interest on the secondary level to justify employment of an art instructor, however, funds in our district do not allow us to employ one for this year.

Our social science program in the elementary schools came alive as a result of the Latin American countries project. However, the project was spread so thin it was difficult to challenge grade levels other than the sixth grade.

We have added a course in data processing to the curriculum in both of our high schools. Last year the course consisted of basic fundamentals involving equipment in data processing. This year we have contracted with Kansas State Teachers College to allow our students on-hand experience with the computer at Emporia. Each of our students have had 16 hours on-hand experience with the equipment at the Teachers College.

As a result of the new program offered in the high school on data processing, our district offered an adult education course at night last year which had an enrollment of 15 and became a complete success. Although the overall effect of the drama program is negligible, we find people asking why we no longer have the Christmas plays or the young people's theater for our children to attend. We do have our own drama departments and I feel they have been strengthened as a result of our Flint Hills activities not as noticeable as in some of the other areas.

2.21 Curricular

Question 3. What kind of "fallout" (ripple effect) has resulted from funded curriculum changes in other areas than those funded?

One kind of effect that seems to be apparent is the need for improvement of other areas of the curriculum in the same manner that was done in the field of science.

Students and teachers appear to be giving of their time more readily before and after school for the enjoyment of action activities related to art, science and social science. Teachers and administrators are willing to try something new and different in the academic areas.

Because of the Flint Hills Association, we have been able to enter into several cooperative educational programs on our own, such as cooperative special education for the mentally retarded, and a cooperative soft-wear program in data processing at high school level.

Continued effort on music, science and speech teachers who were touched. Now what happens after teacher turnover?

A noticeable ripple effect has occured as a result of the Title III Science Project in elementary and junior high. The program began in elementary and junior high and has since gone into high school then downward through the primary grades. The traditional general science course was found to be obsolete when junior high students who had received instruction in the Title III project reached ninth grade. The general science course was then replaced with earth science. The traditional biology course was then found to be outmoded and was replaced with the BSCS biology course. Future plans are to replace the present physics and chemistry courses with more modern courses which require more student inquiry and involvement. Primary children are now being taught science which requires more student involvement and participation as well as special laboratory type equipment suited for young children. The ripple has gone outward in each direction.

I think that we might say that changing the science curriculum has caused us to look hard at our other curriculums: English, social studies, etc. I have already mentioned that the math program was changed as an indirect result from changing the science program and we are in the process now of taking a hard look at our English and social studies curriculum to see if they can't be updated. As a matter of fact we will have a consultant come in the next couple of months on English to make us aware of the newest trends in this particular area.

It has caused us to examine our existing programs to determine where improvements could be made. Related areas have worked cooperatively together such as industrial arts and the art program, etc.

Other curriculum areas have been improved. Made school a year round program.

One of the greatest fall-outs that I can point out as a result of our projects is the noticeable emphasis on improvement of instruction in all areas of our curriculum. We have had consultants to assist teachers with the emotionally disturbed, speech difficulties, all phases of band and music instruction, mucis appreciation, reading, special education, social science, art and drama. We have been able to have special education, social science, art and drama. We have been able to have special workshops bring in outside experts to assist teachers in the teaching of reading; workshops for administrators have been offered and in almost any category where we felt help was needed, we have been able to come up with something that would be beneficial by using staff from KSTC or elsewhere.

B. Questionnaire

Responses from all categories of respondent related to changes in ongoing programs follows:

2.21 Curricular

2.22 Extra Curricular

Principals

Question 19. How has your involvement with the efforts of the Flint Hills Association created changes in programs and practices in your department (subject area, class, school, etc.)?

We added a data processing class for the 1968-69—1969-70 school year.

The teachers especially in the area of science have become better prepared professionally (taking summer school classes) and initiating new methods.

Improved the science, mathematics and art departments in subject areas and motivated the over-all procedure by a "shot in the arm" so-to-speak.

The art instruction offered once a week by the Flint Hills Association was in part responsible for our district employing a full time art instructor.

High School teachers

It hasn't affected my department at all.

It hasn't created any change.

As this is my first year here, I have not had an opportunity to evaluate the Flint Hills program. I do know that because of the drama programs brought to the schools the students are more aware of the dramatic arts. Although the art classes which were held once a week left a bad taste because the faculty and administration felt it was just a playtime for the students. Perhaps if the informality in art classes had been explained, the feeling toward it would have been better.

My department added a course in data processing because of Flint Hills projects. I feel this has been most helpful.

In my subject area last year—English—I received invaluable aid in dramatics in the areas of directing, selecting and evaluating plays. Also in individual demonstrations of Jim Baird and the college theatre group.

I have become interested in areas of science (earth) that I previously wasn't.

Yes! In science in the junior high I think that the program is better now.

In English the students would have learned so much more about Chaucer by seeing the drama section, than by my teaching it. Anytime the student can have additional, more specialized help, it is going to be to his advantage.

The FHERDA Program helped to broaden my knowledge of my major field, and it also gave me inspiring ideas and ways to fulfill and carry out those ideas.

KSTC student reading of Salinger and Chaucer have enabled English curriculum to be geared to these writers.

The programs have bought science equipment and data processing equipment for the school.

The art program has helped my Homemaking program.

The students of the speech class enjoyed the drama productions. They would like to see more plays.

Established data processing course.

Grade School teachers

I have done a better job teaching–involving students (actual participation) rather than teaching facts. My science classes especially have been more interesting.

I was and am involved with AAAS Science and as a result my science program in my grade has been greatly improved and widened.

As a first year teacher I can not give you much help. I know of FHERDA because I attended KSTC. I do hope this project will be continued.

Science has changed from book-question-answer type lessons to experimentation and laboratory work. Science equipment was partially furnished by Flint Hills.

I have been teaching science by the process method since working with FHS.

Taught science for three years–hadn't been teaching it.

I definitely use a different method of teaching science.

I have made no changes in school or subject area because of FHERDA, but the traveling consultant in the music area, the concerts and workshops were of great benefit as enrichment to the students and so to me.

AAAS Science–a process approach has changed students entire idea of science. They love it! Like to be involved.

No, because it does not effect the area of physical education.

I wish my involvement had been more but my subject area was not helped! I felt the music and art involved all and was especially good.

The Latin America project helped me with teaching sixth grade social studies.

It has completely changed my concept of elementary science and the method of teaching it.

I have changed a great deal in teaching science. I also enjoyed the sixth grade social studies program. I wish this could include other grades. Science for grades seven and nine has changed from textbook teacher dominated classes to student involvement in exploring various topics.

1)Supplementary materials for classroom have been provided. 2) Gave me the privilege of trying new methods without the cost of purchasing them.

It "departmentalized" me as a science teacher–5, 6, 7, 8–for three years, now I have science for only fourth, fifth, sixth in addition to the other subjects for fifth and sixth.

KSTC faculty

I teach BI 303 for elementary teachers. I taught a summer workshop in biology for 50 FHESP teachers. I used some of the ESP materials which I had not been exposed to before.

I have become familiar with the procedure the elementary science teacher is forced to use.

Yes, new elementary school pre-service science methods course developed. A new degree plan MS elementary school science has been developed and several degrees completed. A new course ED 519 workshop in contemporary elementary school science has been offered.

Has reinforced what we are doing in lower division courses for the elementary education major.

Others

More audio-visual material available than what the individual school could acquire, especially small schools.

I believe some changes I have subjected have been freelanced out by the superintendents and principals. So I have been informed.

Encourages our science programs and identified the need for art.

Able to take more varied teaching materials to the special education program.

It gave us more of a record film strip and songbook library, than we would otherwise have. We were allowed to see live performances of plays and orchestral music not otherwise available.

Work with the composer developed interest in contemporary music–we are still performing some of Brazinski's Second.

C. Observations

Observers sent to schools were told to look for evidences of change. The following tables represent data obtained by observers concerning specific areas of curriculum involvement. Following the tables are the comments of observers concerning areas of change.

Observers recorded their observation in each school. They asked about which FHERDA projects each school had been involved with. (Fifty-seven schools were visited).

Art, Music, Drama	19	35	54
Science	10	25	35
Latin America	6	28	34
AAAS Science	6	19	25
Special Education	0	4	4

How many additional full-time or part-time staff has this school added in the past four years?

Music	1	1	1	0	2	1
Art	2	0	1	1	3	1
Drama	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Science	0	0	0	0	0	0
Special Education	1	0	2	6	3	6
					8	8

Observer Comments From Interviews and Observations in Schools

2.0 Research and Development

2.2 Program Development

2.21 Curricular

Latin American project–2 years–a man came to lecture twice a semester

Had visiting art teacher last year

Drama and music for cultural benefits only. Art mobile came once a year and classes had tours.

Latin American program dropped and not reinstated for apparent lack of funds–also teacher was needed in the high school.

No special education, but pay mileage to one boy to go to Emporia.

Equipment readily available but nobody uses it.

The social studies class were doing a unit on Latin America–with special workbooks.

(In high school) Only students who had study halls at the time people came got to participate in the art, music, drama projects.

The sixth grade science class just completed a project involved in the Flint Hills.

Four or five teachers participated in AAAS and elementary science. Obviously it was successful. Had many science supplies.

Not much evidence of AAAS and elementary science supplies or knowledge of.

No obvious residue of Latin America project in sixth grade social science that was observed.

They have a lot of equipment and from the ways things were going in the one class observed, they use this equipment.

Material was available but now that projects have been completed it is not.

Movie projector, overhead projector and film strip projectors are visible in the rooms. They have a little trouble getting materials now.

Library and remedial reading programs are very well equipped. School–very abundant in supplies. Large school. Beautiful new addition to school.

Music teacher–most enthused about Flint Hills program.

This school was friendly, warm and far better equipped than my grade school days. Teachers were enthusiastic–all but one and the general attitude was excellent.

The building is very old and very cold. In every room there was a TV and most rooms had overhead projectors.

Several of the teachers said that this school has not received one piece of equipment for any field, as a result of the Flint Hills grant.

This elementary school was very clean–highly structured, poorly motivated. Very few new methods were being used. No equipment was evident. However, they had a wonderful special education program. They live in this one room as a family and have their own breakfast and other meals. Act as host to guest for meals–great.

The school pays the tuition for those who go to Emporia for special therapy.

Funds are not available for ordering any materials in the art department.

Art–visit to each school once each week. Two Christmas programs. Decorations.

Have various field trips in art, music, and industrial arts.

At one time they were involved with art, drama, and music, but they have discontinued these projects.

Artmobile only came once last year.

Music equipment was not available. It was still at another school.

Tape recorder and record player in every room. Overheads and such in every two rooms.

D. Analysis of Projects and Reports

Appendix one contains a brief description of FHERDA projects and the purposes they were designed to serve. The following is a summary of the effects each project has had on school programs in member districts as stated in interim and final reports

SUMMARY OF CURRICULAR EFFECTS OF FHERDA PROJECTS

I. Music, Art and Drama

A. According to the final narrative report this project appeared to influence the curriculum programs of the school primarily during the duration of the project, though some residue of project has carried over.

1. Art Phase

    a. In regard to the art phase of the project, individual school districts employed additional faculty to supplement the area art supervisors. Prior to the project's inception only one of the twelve districts had an art program. During the project, however, all schools had faculty supervised art classes meeting a minimum of once weekly.

    b. Community participation and exposure to art during this period was successful in that community art festivals were sponsored by local civic clubs.

2. The music phase was partially successful during the duration of the project in that the symphony program and the music resource and consultant service was well accepted, but the music composition and opera phases were inadequate and ineffective.

3. The drama phase was the least effective in that there was limited exposure. There was only one production per year in each district serving a total of 1,736 people. The Interpreter's Theatre was presented six times a year and was attended by 192 people from all twelve districts. Positive appreciation of these programs was expressed by those attending.

4. As evidenced in Appendix F of the narrative report of this project by the state evaluation team, the administration of the project was good, but there were "no methods worked out to continue the program" in the individual districts following termination of the project. Also, the state evaluation team felt that "there is need for more choral music at the students' level and the students need more help in theatre and its functions."

II. Flint Hills Elementary Science Program

As stated in Section 5 of the narrative report on June 30, 1969, of the state evaluation team, this project has been responsible for "institutionalization of a sequence of science courses in grades 6, 7 and 8 in many of the participating schools" by means of teacher education, consultative services, and furnishing of science supplies.

III. Latin American

The objectives of this project were to

A. Acquaint sixth grades with the Latin culture
B. Create an interest in another language
C. Interest the community in another culture through the children.

Though this project was curricular in nature, it seems to have had only a temporary effect on the curriculum. Its primary effect during its duration was to interest only the exposed students. The extensiveness of the booklet given to the local teachers did not satisfy the need for establishing a concrete unit play for presentation. Its extensiveness coupled with the lack of teacher education in its use has not made it of continuing value.

IV. NSF–CCSS Grant (AAAS–A Process Approach)

The design of the project has been to investigate innovative procedures for sharing of science materials and to introduce suitable material for subsequent use in elementary school science programs. Since this project is an ongoing project, no evaluation has yet been made in regard to curricular changes in the schools and analysis for evaluative purposes would be premature.

V. Special Education

The special education project is designed primarily to provide instructional materials in a center for use of all districts in FHERDA. It also provides field and center demonstrations for teachers of special students, along with specialized assistance. The effect has been to expand the potential of each member district for providing a specialized curriculum for students identified under the "Special Education" category.

VI. ESEA Seminars on Curriculum

The purpose of this project was to update the administrators of FHERDA districts in their knowledge of new innovations in curricular areas. This was a small grant and no specific curricular changes were expected to occur as a result. Whatever influences on curriculum that did result were indirect and not readily subject to measurement.

2.23

In order for programs to be changed in any lasting way, changes in personnel executing the programs and in the practices used must be affected. This section of the report will attempt to demonstrate the extent to which FHERDA activities have influenced change in the people who execute new practices in the schools. All data sources were used to arrive at data relevant to this area.

A. Results from superintendent interview forms.

Two questions were asked of superintendents that relate to personnel and practices in FHERDA districts. The following is a display of responses to these questions.

2.23 Personnel and Practices

Question 4. How have personnel practices such as hiring, upgrading and replacing teachers been affected by FHERDA?

Membership in the FHERDA is always a subject dealt with in recruiting teachers. As a result this district has been able to hire at least three excellent teachers whom we might not otherwise have been able to hire had we not been involved with the FHERDA whose activities were known to these teachers. Teachers who have had special training through FHERDA programs tend to be more inclined to remain in the system. This holding power has been the opposite of what was feared might happen and students have continued to benefit from teachers who have received specialized training for the particular subject they are teaching.

I think it has helped us in several different ways in this area. It has helped us to secure a better quality of teachers and also helped us to retain the teachers that we might have lost if we had not had a program such as this. When we are in the the process of hiring teachers the fact that we belong to Flint Hills means a great deal because we can offer them an inservice program that other districts do not have available.

Upgrading of teachers of science is very evident.

If we lose a science teacher who has initiated a new approach, we seek to hire a like teacher for a replacement. If we have teachers who have been with the district for some time and/or we expect them to stay for some period of time, we encourage them to take the sponsored workshops for improvement in their areas or classrooms.

The science program has made it difficult to secure teachers qualified to carry the program. The art, music and drama program stimulated teachers to secure additional training.

In the areas of art, music, science, and elementary education it has been much easier for us to employ teachers because of the Flint Hills activities and possibility of inservice education programs.

Under the science program it has helped to hire and retain science teachers. Of course now we are losing them.

Some new teachers aspire to be employed by a FHERDA school district. Professional staff are encouraged to attend workshops, conferences, etc. that are related to local programs. Replacement teachers should be trained to carry on the new program of the school.

Some teachers want to take advantage of Flint Hills programs, or use their training.

The employment of teachers has been improved since our involvement with the Flint Hills, mainly because teachers want to teach in a school that belongs to the Flint Hills because of the reputation that has been established.

Although we have a high percentage of turnover since our school district joined Empori's district where there are two colleges, we have been able to hold onto a high percent of the teachers involved in Flint Hills workshop projects. In every case where we lost one of these teachers, they were in demand because of their training.

2.23 Personnel and Practices

Question 5. How has FHERDA influenced administrative practices in your district?

FHERDA has increased the work load for administrators in this district as a result of meetings, seminars, special inservice work with staff, and coordinating special materials and equipment.

I am sure that it has had a tremendous impact on our administrative practices, not only from the standpoint that the superintendents get together once a month and share ideas, policies etc., but we have had several inservice workshops and also had various meetings on different pertinent items such as financing, teachers' salaries, etc. where our school board members were involved that gave us a tremendous boost.

It has greatly influenced the communication between districts.

The FHERDA has helped administrative practices in our district by coordinating efforts and programs with the help of cooperative federal projects.

Developed an awareness of a changing curriculum and a pride in self achievement.

Belonging to the Flint Hills Association causes considerably more work for the administrative standpoint. However, the additional work involved an upgrading of the total educational environment. In other words, we get more mileage per person.

Source of information and influence upon the board of education, principals, teachers and definitely the superintendent.

It has caused a closer working relationship among the administrative staff. It has no doubt improved communications among administrators and staff.

Seeks teachers who have been involved.

The Flint Hills has influenced the administrative practices in our district both positively and negatively. Principals have found it extremely difficult to schedule many of the programs made available through the Flint Hills. They have seen, however, terrific improvement take place as a result of most of these activities.

B. Questionnaires

Several questions on the questionnaire were designed to elicit responses which provide evidence concerning change in personnel and practices by members of FHERDA districts.

Question: Use the following list of projects to respond to the next statement "I was or am involved with" (a total of 373 principals and teachers responded).

	Principals	High School Teachers	Grade School Teachers	Total
The Madison Art, Music and Drama Project	11	15	36	62
The Flint Hills Elementary Science Project	12	6	49	67
The Council Grove Latin American Project	7	0	22	29
The Cooperative College–School NSF Project (AAAS Science–A Process Approach)	4	3	23	30
The Special Education Media Center	6	2	14	22
The ESEA Seminars on Curriculum (Dr. Bowman–mini-grant)	4	0	1	6

"My work has been influenced by"

	Principals	High School Teachers	Grade School Teachers	Total
The Madison, Art, Music and Drama Project	9	22	33	64
The Flint Hills Elementary Science Project	10	6	53	69
The Council Grove Latin American Project	1	0	18	19
The Cooperative College–School NSF Project (AAAS Science–A Process Approach)	3	3	19	25
The Special Education Media Center	3	0	14	17
The ESEA Seminars on Curriculum (Dr. Bowman–mini-grant)	3	0	0	3

Question: Please react to the following statements with the number of the response which most nearly reflects your personal opinion. Respond only to those statements that apply to your situation. (1) Agree strongly. (2) Agree. (3) No opinion. (4) Disagree. (5) Disagree strongly.

"The activities and projects of FHERDA have influenced my decision to take and/or keep my job."

	Principals	High School Teachers	Grade School Teachers	Total
Agree strongly	1	2	7	10
Agree	2	6	13	21
No opinion	8	48	67	123
Disagree	5	34	43	82
Disagree strongly	2	21	26	49

Question 21. What specific things do you do now that you did not do before the activities of FHERDA began?

Using special education center greatly and purchasing new materials. An art teacher has been added to our staff.

More practical approaches to the teaching of science stimulated interest in music and art which had previously "hit high center" for want of personnel and interest.

High School teachers

Could you include physical education and/or recreation for high school?

Nothing was changed because of FHERDA.

Teach ESCP. More familiar with IPS (took class) worked with other science units.

Increased my audio-linqual approach toward Spanish.

I evaluate the students higher for experimentation in searching for answers rather than absolute correctness in their answers to problems.

I now have more activities in mind for my students to participate in and with which they can finally become more involved with my subject matter; whereas at one time the topic for discussion would have been terribly boring.

Grade School teachers

I do not teach science this year–but I am using the art supplies as much as possible.

I teach science by the discovery method using the experimental approach rather than the textbook. Also, I use creative art rather than patterns.

Science is geared more towards involving children in activities rather than reading the facts from a textbook.

Science everyday–more coordination between science and math programs. Letting students raise own questions and then help find the answers.

Have equipment enough for everyone to do experiments in science. Teach seventh science with a laboratory-discovery approach.

This year I am back where I was before FHERDA because the library is so removed from our schools. I used that library every week when it was at hand.

Involve children more definitely in science–carries over into other areas also.

Teach involvement science instead of "book" science. Teach three grades of science instead of one. Students like it much better.

We do more experiments in science and work toward the fiar. We spend more time on art. Art has become much more meaningful and appreciated more.

Teach more Spanish with my social studies.

I taught elementary science straight from the book, using a minimum amount of materials and experiments, but now, the book is used merely for reference, and many materials are used that the child can manipulate.

I use some of the maps and notes given by Lonnie Allen in the Latin American project. I also believe I do a better job of teaching art appreciation through the art project.

More activity in science. No textbook except as reference–more student participation.

Since my contact with FHERDA has been strictly science, my seventh grade science is discovery approach with experiments; then in grade eight, I use mainly IPS which is experiments.

Teach AAAS science on the primary level.

Use the IMC for meetings to learn new methods and approach to exceptional children. Use materials and resource persons in IMC.

Use ESS science materials–"Involvement" of students with materials for investigation rather than textbook oriented study.

I teach science using the experience approach with the kits and information I received from the FHES project.

Through the special education media center I am using the Peabody Kit–Level One. I can see the purpose of and importance of directionality, visual discrimination and many reading readiness techniques.

Science projects with pupil involvement. More pupil participation–less teacher lecture.

I teach two science classes as a "doing activity" rather than a passive one of reading about how to do it in a textbook.

Use new science ideas. Use new A-V materials.

We do more actual science experiments.

One activity in science is "read and write" on a chosen subject. We read directions and glue together airplanes and boats. We build experimental implements and test such as boats, jet propelled. We grow micro-gardens, use microscopes, collect and identify rocks.

I do not teach facts as such–the way I used to. I thought if I didn't teach a fact, I wasn't teaching. I use experiments–let the pupils think and arrive at a fact or conclusion through their rational thinking.

Presently, I am not using the microscopes and other equipment as I did last year.

Use discovery method of primary science teaching.

I have used the media center in Emporia for materials for my classroom.

The use of maps and overhead projector.

It has changed my science program entirely, with much more meaning for the pupils; the FHERDA way. It is a new approach with materials to carry out experiments. This was not available before, due mostly to the lack of material. It has helped to get across to the board and superintendents the need for this.

All students have materials now to work with while before it was more a demonstration sort of thing.

I have more interesting art lessons (new ideas). I use no text books in my science classes. The children set up and run their own experiments with supervision.

I use more visual things in science. We also perform more experiments.

C. Observations

Observers were directed to ask specific questions and look for any evidence concerning changes in standard or "traditional" practices and uses of personnel. The following tables display responses to specific questions and subsequent comments of observers are listed.

Question: Rate of teacher turnover since FHERDA: (1) increased, (2) stayed the same, (3) decreased.

	HIgh School	Grade School	Total
Increased	2	2	4
Stayed same	15	34	49
Decreased	3	1	4

Question: How many outside resource people visit this school in a week? (1) less than one, (2) one, (3) two, (4) three, (5) more than 3.

Less than one	14	29	43
One	4	6	10
Two	0	3	3
Three	1	2	3
More than three	0	1	1

Question: Availability of equipment and materials: (1) readily available, (2) moderately available, (3) difficult to obtain.

Readily available	10	21	31
Moderately available	4	12	16
Difficult to obtain	3	4	7

Observer Comments

2.0 Research and Development

2.2 Program Development

2.23 Personnel and practices

In special education program they have a home bound instructor that goes to the students' houses for two hours a day during the summer.

Before FHERDA–"art through shop" teachers. Teacher hired as a result.

Teachers have materials for project but they need teacher's guides.

They do use equipment gained though FHERDA.

FHERDA seems to help sixth grade more than others.

Second grade science teacher was involved with AAAS science. She highly recommended it. Thought it was very helpful.

Equipment obtained from FHERDA was used.

Junior high (7-8) has a full time art teacher.

Science teacher attended science seminars three summers in a row. Got most of the equipment from the FHERDA project.

Second grade teacher is involved in AAAS program. Also felt art mobile very beneficial. Hoped it would continue.

Analysis of Project Reports

2.23 Personnel and Practices

1. **Music, Art and Drama**

During this project outside resource personnel frequented the different schools, thus offering exposure to "culture" to the students and interested community citizens. The existing faculties at the individual schools had available to them workshops in the arts. The in-service workshops had poor attendance and thus continuation of an adequate program following termination of the project was threatened. The schools received very little non-expendable material for their course.

2. **Elementary Science**

Experimental teachers were made available to some of the schools so as to test the validity of the new methods. Also consultant services were offered to the trained teachers. Eighty-nine teachers received in-service workshops over the three-years, thus increasing their educational level and changing their methods in teaching elementary science. The effect on the curriculum was that 23% of the teachers who participated in the workshops are not utilizing the departmentalized methods of teaching science (as stated in Table 5 of the narrative report of the state evaluation team).

3. **Latin America**

During the period of the project a traveling teacher visited each school several times and during these visits he used visual and audio aids. He was also available on a consultative basis. The only changes in regard to existing teachers was that a study guide was furnished them for reference purposes. No appreciable amount of teacher education was involved. The existing teachers did receive benefit of exposure to visual and audio aids in regard to the teaching of social sciences. No materials other than the study guide were, however, distributed to the districts. No permanent innovative changes seem to have been made in the curriculum.

4. AAAS

This project is newly conceived and there is no evaluation available. Accordint to the proposal teacher education is to be the primary method of changing curriculum.

5. Special Education

The creation of the Special Ed Media Center has made available both a consultative service to the local teachers and the students and a wealth of material to evaluate special ed areas. Though it is a new project, definite changes have been noticed in local teachers as evidenced by the evaluative report on the project. They are well aware of the availability of the materials and the consultative service. Also, selected teachers have received benefit of workshops and seminars concerning areas of special education.

6. ESEA Curricular changes seminars

Twenty-two administrators attended the seminars in order to update themselves on their needs and methods to implement changes in curriculum. They were able to view films, monitor lectures, and freely discuss their needs in regard to curriculum.

3.0 Influence on Attitudes

One of the inevitable side effects of the kind of effort FHERDA has made in the member districts to create change is an attitudinal one. Both professional educators and the public (including students) inevitably develop attitudes concerning activities which influence some part of their lives. Each data source was carefully designed and/or scrutinized for evidence regarding attitudes of all involved toward FHERDA itself and the activities it sponsored.

Selected areas of each data source will be used to indicate attitudes of each of the following people.

3.1 Students
3.2 Lay People
3.3 Administration
3.4 School Faculty
3.5 Other Professionals (KSTC staff, etc.)

A. Results from superintendent interviews

Questions were asked of superintendents to guage both their own attitudes and their judgment about the attitudes of their staffs.

3.3 Administration

Question 14. Could you summarize your general assessments of FHERDA?

Although FHERDA came into being as an organization of small school districts working together to submit proposals for federal projects, we have not yet realized the real purpose of FHERDA. In my opinion FHERDA is steadily growing in the direction of an intermediate administrative unit which will also handle special supporting programs and personnel for its member districts. As a result of excellent leadership and generous support from KSTC the FHERDA has done outstanding work in the past and will continue to do so.

I really don't think that I need to offer a summarization as you can see by the answers to my questions. I feel that the Flint Hills is an organization that is very beneficial to our district and I can see that it could become even more beneficial if we can get it organized into a permanent center and expand its services.

My personal observation has been very good.

On my part, the general assessment of FHERDA has been good. It has school districts working together for the betterment of education. We are going through a time of change whereby more services are being demanded, many of which are hard to do in small districts, and we need to keep on top of all the problems.

Beneficial to all participants.

FHERDA has become a catalyst agent for change for improvement of instruction in our school system.

FHERDA was very real and helpful under its first project especially in bringing to rural students the help and education in the areas of science, art and music.

It has been stimulating because of the new ideas offered. It has been successful in developing projects that have been beneficial to many school districts. College staff members, some college students as well as the students from the participating districts have all benefited from the programs offered. Offers an opportunity for participation and cooperation that was otherwise impossible.

Some faults, but it has been a strong moving force.

To summarize my opinion of the Flint Hills, I would have to say that I feel it has provided one of the greatest benefits to rural schools we have ever had. It has broken down prejudices so that administrators and board members could cooperatively look at improvement of instruction. It has made possible many curriculum improvements. The young people attending small schools in our rural areas are no longer being penalized because they live in a sparsely populated area. There are many benefits offered to the young people in our small schools that are not being made available in schools of a larger size.

3.3 Administration

Question 15. How do you think your principals and teachers feel about your district's membership in FHERDA?

Principals and teachers generally approve our district's participation in FHERDA, but more effort needs to be made to involve them more in FHERDA work. Due to numbers, distance, and time, it is not always possible to involve principals and teachers in FHERDA projects as directly as might be desirable.

I think generally speaking for my principals and teachers that they feel that the Flint Hills is a worthwhile organization and generally most of the teachers that have been in the district a number of years have benefited from it. I do feel like that possibly we need to make them more aware of what is happening and try to involve them in future projects. I am certain that as a superintendent I am somewhat to blame for this as I am directly involved with it and they are not. I have not kept them informed probably in some instances as I should, however, I have tried to. But generally I would say they are very receptive to the ideas of the Flint Hills and think it is a very good organization.

We have a new principal and several new teachers who like myself were not acquainted with the operation of the association and are attempting to learn what it is all about. The teachers who have been involved in the past are very enthusiastic and have some very definite comments to make concerning the good that has resulted from the program.

I think that the FHERDA as an organization has not kept the principals and teachers informed of all the aspects of their work. This is probably one of the weak points of the organization. I suspect that many of the staff who have not been working directly in one of the projects sponsored by the organization, know little about what is going on.

Lack of appreciation through lack of participation. Some could care less.

I do not believe that the principals and teachers as a whole are involved enough in the activities of FHERDA to understand the course the superintendents have in mind for improvement of instruction and creating a better learning atmosphere for each pupil through research and development projects.

To those who were involved they felt a great measure of help, understanding and appreciation under the program. In our case the teacher turnover has overcome the help and we need to have the project continued so that the present faculty can be helped.

There are some who are very enthusiastic about the activities of FHERDA, some who are luke warm and some who would disagree. Overall I believe my principals and teachers are well impressed with the progress made and look to more new ideas to come from FHERDA.

I believe most are favorable.

I think my principals and teachers are probably divided concerning our districts membership in the Flint Hills. Some don't even know what the Flint Hills stands for or does for this district. Those that have been directly involved through the years can certainly see the improvements that have been made since our original involvement.

Those in the know are in full support of the Flint Hills in theory and would be the first to criticize some of the things we would have done but I feel would offer suggestions for improvement at the same time.

B. Questionnaires

A total of eight questions from the questionnaire relate to attitudes of respondents. The following tables and written responses reflect the attitudes held by each category of respondent.

Question: Please react to the following statements with the number of the response which most nearly reflects your personal opinion. Respond only to those statements that apply to your situation. (1) Agree strongly. (2) Agree. (3) No opinion. (4) Disagree. (5) Disagree strongly.

"I think FHERDA is a useful organization."

	Principals	High School Teachers	Grade School Teachers	School Board	Faculty KSTC	Parents	Total	
Agree strongly	12	25	48	3	7	17	12	124
Agree	13	42	145	10	2	21	14	247
No opinion	0	40	32	2	0	5	4	83
Disagree	0	5	3	0	0	0	0	8
Disagree strongly	0	2	1	0	0	0	0	3

"I think FHERDA is necessary for our district."

Agree strongly	9	20	30	4	4	13	11	91
Agree	13	35	75	4	1	16	5	150
No opinion	1	50	50	2	1	9	8	121
Disagree	3	9	11	2	0	1	7	33
Disagree strongly	0	4	2	0	0	0	0	5

"I have personally benefited from the activities of FHERDA."

Agree strongly	9	16	45	0	5	9	7	111
Agree	6	22	77	5	2	11	8	131
No opinion	8	45	33	3	1	10	8	108
Disagree	2	11	13	0	0	4	5	35
Disagree strongly	0	10	6	1	0	0	1	17

"Programs resulting from the efforts of FHERDA have been beneficial to the students in my district."

	Principals	High School Teachers	Grade School Teachers	School Board	Faculty KSTC	Parents	Other	Total
Agree strongly	10	22	44	4	3	11	10	104
Agree	11	51	92	8	1	25	17	205
No opinion	1	38	34	1	1	2	3	80
Disagree	3	6	3	0	0	0	1	13
Disagree strongly	0	1	0	0	0	0	0	1

"FHERDA and its member districts have benefited from their ties with KSTC through projects."

Agree strongly	6	14	31	3	6	7	6	74
Agree	13	46	90	10	2	17	18	196
No opinion	5	54	44	0	1	20	7	122
Disagree	0	1	0	0	0	1	0	2
Disagree strongly	0	0	2	0	0	0	0	2

"I have had more opportunities to communicate with professional educators and with the people of the community as a result of FHERDA projects."

	Principals	High School Teachers	Grade School Teachers	School Board	Faculty KSTC	Parents	Other	Total
Agree strongly	4	11	18	0	4	4	3	44
Agree	15	13	50	5	4	9	11	107
No opinion	3	46	56	3	1	10	8	127
Disagree	2	24	29	1	0	1	5	62
Disagree strongly	1	13	6	0	0	2	3	25

"I feel FHERDA is worthwhile and should definitely be continued."

Agree strongly	11	31	46	5	8	15	12	128
Agree	12	33	81	6	1	18	11	162
No opinion	2	40	31	2	0	4	7	86
Disagree	1	3	2	0	0	0	2	8
Disagree strongly	0	1	3	0	0	0	0	4

3.2 Lay People, 3.3 Administration, 3.4 Faculty, 3.5 Other Professional

Question 22. Could you briefly state your evaluation of the efforts of FHERDA?

Principals

Very worthwhile, especially the geology field trip to the Rockies–the high point of my education.

The efforts toward USD superintendents has been good. Efforts for help at the classroom level not so good. Teachers or building principals are not made aware of the advantages or help provided by FHERDA.

Frankly, the only lasting benefits, I feel, came from the science and Latin American programs.

The programs (assembly) were well received and appreciated and highly educational. Possibly were too broad to begin with and try to cover too many areas thereby losing inter-play with the children and teachers and FHERDA incorporated.

I feel that the program has been advantageous to our district. We need more finance to be able to continue what FHERDA has started.

FHERDA has been at its worst a good thing–at its best, beautiful. It needs more staff to work closer with the program, not just jobs for graduate students who department heads would like to see earn a little money. Get enough interested people in FHERDA and pay them to do a good job.

Materials and equipment we now have to help the teacher get across the lessons would not be as adequately available except for the FHERDA. Much help has been in the science, art, business and English field also in all elementary levels.

Very worthwhile educational activities. Many districts going together can offer children many more educational experiences at much less expense. I would like to see all efforts put forth–GO–

Cultural advantages were brought to the attention of students in small communities where these things normally are not available. There was a lot of interaction among the schools. The science program was greatly helped.

School Board Members

FHERDA is always striving for a better way for the teachers to teach their subject to the student and still make it interesting and not boring. It helps all school personnel involved and the superintendents and teachers have a place in which they can receive valuable information.

It shows that cooperation of a number of districts can be of value in securing programs and grants for anyone of the individual districts would not qualify for.

Being a board member I have not been close to it, but do feel the art mobile unit was very beneficial. The whole program has been beneficial, I feel, but one of the biggest problems is to get more students interested.

Although I am not thoroughly familiar with the FHERDA, I certainly feel the musical and stage productions have been worthwhile to our students from an educational view point and meaningful to students and the general public from a cultural standpoint.

High School teachers

Last year, graduate students from the Flint Hills Association helped me with a play production and with preparation for speech and drama festivals. They were a great help to me and I wish there were such assistance available this year.

One of the finest experiences I have associated with in twelve years of teaching. The music program was outstanding, drama was exceptional and one only has to observe science programs now as opposed to before the project to see the real value!

FHERDA's efforts were successful, especially where the students were involved. The field of art, to them, was a whole new way to express their feelings. Many times this was the only way open to them. In other areas, as a supplement and enrichment program, FHERDA was successful where the teachers used it.

Since we had been utilizing the Speech department at KSTC through their productions, etc., it is difficult for me to say in all honestly that FHERDA greatly affected our program. However, it did provide a channel for such assistance that probably can no longer exist with increasing pressures on college departments and their staffs. I'm not sure how other departments worked, but in speech and drama I'd recommend more involvement of teachers so that programs could be coordinated with the schools.

I don't know much about it. We were to have a play director from KSTC on our all school play last year, but the project didn't go through. That's the only connection I've had with FHERDA.

The programs, though limited, have been worthwhile. The teachers perhaps are not as fully informed on the things available as they should be. In planning teachers should be included to a greater extent.

In my contacts with the FHERDA they have been extremely helpful. To discontinue the service would be a great loss to this district.

I think the organization and its directors have been very energetic.

It isn't well enough known. I'd be glad to use the facilities if I knew what they were.

Perhaps more communication because until I was given this questionnaire, I was not aware of any of the projects.

When I ordered materials from another district this fall I was disappointed to have the records warped and the filstrips in the wrong cans.

I feel that it has been quite effective mostly in showing slow students that someone will work with them individually to help overcome their problems with developing self-confidence.

A teacher's life is spent trying to expose pupils to the wonders of the world around them. The more chances they have to meet the worlds of culture the more chances there are that a little of it will rub off on some of them. Perhaps it may seem at this time that the majority of the students may not appreciate the plays, concerts, art exhibits, etc., but there are many who are absorbing much of this and finding a desire within themselves to seek more information. For those who seek an education FHERDA can be very helpful.

The answers to the above questions may not indicate to you that I'm in favor of the FHA. I am much in favor of it. It's just that most of the things that have been presented have not applied to me. I enjoy the orchestra concerts, the plays, etc. that have come to the school. I think that it should be continued as in the past.

My only objection is the music clinicians. They are only available two or three times a year at the most and either I've got to have all of them or none at all. Time does not allow them to do an efficient job. They spend too much time with one or two people and the rest just sit and do nothing. Net result–no accomplishment; the time was wasted. (These are student comments). Their work was way over the heads of most high school students. Actually, I get along better without them.

Two years ago a music consultant came regularly. Last year Jim Baird assisted us with out contest play. An art instructor came the last three years. This year we have no one, and I assumed the FHERDA had folded up. My does Madison have all of these and we do not?

Overlaps and duplicated regular activities in the district. What "I feel" is no evaluation of the effectiveness of the program. The question is–"Has the individual student benefited from the program?"

The program has potential, but the efforts have fallen short in as much as they often fail to reach or benefit the students in our schools. The program, to be worthwhile, should do more than to provide jobs for the top echelon of our profession.

I think FHERDA is beneficial to not only the students in the member districts, but also to students in surrounding districts. I think the program should be kept going.

Most people are not familiar with the efforts of FHERDA. It would be nice if teachers understood its activities and benefits.

The program is definitely worthwhile. The students also feel the need for art, music, and drama programs. We miss the program this year.

The cultural, musical, and dramatic offerings are needed in our area. It appears that the same could be done in other areas if we, as teachers, were involved and understood how to get involved.

Do not feel this organization is essential.

Not local enough. Materials not really accessible to classroom teachers. Money could be better spent.

We high school teachers are really not connected with or affected by FHERDA. The only program I can remember was the Ramirez Brothers program two or three years ago and maybe the art mobile (if this falls under FHERDA).

I feel that the art program is missed in our area.

The only connection I've had is an art class I enrolled in and did not complete due to lack of interest. (Maybe my fault, but I didn't seem to get much out of it).

I believe that FHERDA has been beneficial to our community as a whole and to our school children specifically. I believe their efforts have been worthwhile!

The efforts of the FHERDA opened the doors of "Pandora's Box" so to speak. There is much to be gained for the student so long as there is a continuing effort. The things the student becomes involved with and things that they may never do again except as a student and these things may make a superior life or contribute toward it.

I have enjoyed adult art classes that were given here, the summer of 1968. Also my children enjoyed the mobil-art center that visited our school.

It has added new courses to the curriculum which in turn has encouraged students to have a desire to broaden their education with fine arts, as well as science. Without this opportunity, the students would probably be satisfied with the old studies. FHERDA has drawn the member schools together giving the opportunity for exchange of ideas in all phases of education.

Through the efforts of the FHERDA, the children in our district have benefited by having the opportunity for many more learning experiences than could be possible otherwise. I would like to see it continue for the good of the children.

In our rural communities it has benefited all children somewhat but felt art program was scattered to thinly but at least they were introduced to some fundamentals, the science program was of great value.

My only contact with these programs is through my children and I am unaware of which projects you are concerned with. At one time I enrolled in an art class that may or may not be one of your activities. I think this could have been very good, but it was rather badly planned, but know these problems could be worked out and such courses would be of much benefit to the children and also on the adult level.

Though the programs presented were excellent, but feel like the teachers relied on these to satisfy public so they didn't have to work at special programs (such as no class plays and poor music presentations, more on the caliber of elementary instead of high school). The high schools used to put out plays and programs more like the Flint Hills quality.

I would like to note that I feel both my boys benefited a great deal from the summer art lessons which were presented a few years ago. As a family, we enjoyed the programs brought from Emporia!

The special education facility seems the most worthwhile.

Does not reach enough people for the money spent. Too limited.

I felt it was too bad that the music art and drama were not continued. It is too bad the students will not be able to attend such productions as we attended at the Teachers College.

Special education has helped cut down on working with a problem I am unqualified for.

I think the special education media center is fine–but since it is in Emporia and there is not a very good method of receiving materials at short notice, this is a detriment. I think having only one or two machines of a kind is not good, but then, they are expensive.

The personnel who actually work in my classroom help me to grow professionally by demonstrating new techniques and materials and also greatly benefit the students. I believe it is very valuable.

I believe the FHERDA has done valuable work for its member schools and hope its work can continue. However, since size of membership and limited financial resources made FHERDA spread its services thin, maybe it would be good for it to concentrate on fewer projects.

As stated above this project, opened up areas that before were ignored. The art program was especially fine as were the music and drama. Many of our students and their parents have had no other opportunity to explore and enjoy these areas. In my work the Latin American project was helpful, but this did help as large a number as did the art and music.

Our sixth grade contact with Latin American project definitely helps the study of same, in regular curriculum, particularly visual material. Art exhibits and explanations are interesting but unless further studied or put to use, seems to be of short-lived value.

I don't think this program reaches all the teachers and students. Most of the art programs have been above the students' heads and they knew as much before they went through the art mobile as they did when they came out.

It has been of no value to me. Materials that have been sent to our school by teachers who have been to the classes have been "horded" by those teachers and not been made avaialble to other teachers.

It seems that FHERDA has been more successful in the science area than others. The materials center should become more helpful for area with use and more availability of the materials.

I am for the science program 100%. It takes much of the teachers time. She needs to be well prepared, to gain the results that she or he and the FHERDA has set as their standards and goals for teaching. The results are always rewarding; goals met. The children are given a challenge. The Latin American project is also beneficial to my fourth graders. As we have a Latin America Unit. It exposes the children to the culture of that part of North America. The art program ranks the lowest with me. The mobile unit was nearly always above fourth grade level. A class once a week would have done much more for the knowledge and appreciation of art.

I think the work was very fine. The only fault I found was the fact that we had no way of knowing the units that were available. There seemed to be no chance of third grade teachers getting into the instruction class in K.S.T.C.

Good start–poor follow-up!

My main interest has been in the science area. I like to teach science better due to my being involved in the science program and the students like science better.

I have the highest regard for FHERDA. The personnel involved with its operation are of high caliber, the material chosen is useful and of value; perhaps the association should concentrate more intensively on a few subject areas rather than try to cover so many.

As a student at KSTC it sounded fine. As a teacher I did not feel informed enough to comment.

I have been familiar with the Flint Hills projects through KSTC but have not been able to observe it in real operation with schools. From what I have heard and seen at the college I do feel it is well worth our time.

The musical concerts were informative and enjoyable. The Latin American project aroused much interest in my students. A fellow teacher was involved in the science project and helped me to try to have the students become more involved in learning science.

Ideas behind project are basically good. Too many times however, actual implementation has been hit and miss–Too broad a scope perhaps. Instead of trying to do it all–narrow down and get lasting benefit from a smaller dose.

Very helpful for those teachers who are interested in new ideas and have (or take) the time to participate in the programs offered. Many teachers got college hours (even Masters degrees) and confidence in teaching science. The art programs were helpful also.

I feel it could have projects more on the level of elementary students and the people presenting projects should have more patience with grade school students. Their information is very good but sometimes presented above the level of intermediate grade students.

The part I was involved with was, for the most part, worthwhile. However, a little more organization might be beneficial.

The Latin project has been worthwhile. The art mobile unit was good. The music presentations were good but many students weren't interested in it.

It is an excellent program but should be more closely coordinated with the schools they serve. Teachers should serve on the board.

Wonderful. I hated science before. Enjoy it now.

What contacts I've had with FHERDA have been good. I feel that the FHESP project was very worthwhile. I do believe though that the results would have been more effective if more of the teachers would have used the materials and participated in the projects. If so, our district would have gained more.

I think FHERDA has made us more aware of the needs of our community than we would have been without it. I would like to see this program continued. However, I think it could possibly be done more efficiently. Every school needs to continually evaluate it's program and continually up-date and keep their programs and curriculums in step with the times. FHERDA may be the organization that would make this happen.

I really think the money could be better spent–such as another teacher in the schools that doesn't have eight this year.

Briefly? Well, the science programs have trained teachers in the member districts so they should be indefinitely on-going or perhaps you might say "self-perpetuating?" I guess the other programs end with discontinuance of consultant services. Even the science programs would be benefited if some consultant source could be continued. In music and drama our students are aware of a caliber culture they'd never met before.

KSTC faculty

They have accomplished more for the small schools of FHERDA than could have been accomplished by each district alone with a sizable increase in expenditures. A professional caliber of administrative teachers and college persons have been developed with intensive interest in improving schools and services to schools in the FHERDA. The FHERDA has influenced the role the college has in serving the schools besides influencing the way pre-service and inservice teacher training is conducted.

Excellent– have proven that petty bias can be overcome in favor of the good of the schools.

Other

I feel that the schools do not have the time it takes to attend these functions. People will not attend of their own free will. Students must be transported to area of program. I believe the school has enough at hand to keep their students busy. Some programs have been beneficial and some of the students cared very little for. The students have profited by the science program.

This is a fine program. During its short run experiences were made and most of them successful. Three years is not very long for an organization such as this to get started. I feel it was cut off right at the point where it was beginning to do its best work. The symphony project will be missed this year as well as the opportunity to go to the Children's Theatre. If the students in these small communities are going to be reached by the cultural opportunities available, the FHERDA needs to be continued and strengthened even more.

The project has good ideas and plans but it is spread so thin that little real effect is noticed. Probably the Teachers College is getting fat though.

My association with the Instructional Media program has indicated to me this would be extremely valuable to all teachers and in talking with those who have used it, appears to be helping a great deal.

Good idea, but does not do as much as could be–could become a model for the way that local colleges could help local schools. Should be a closer involvement of KSTC lab schools so that the lab schools set the pace for the Flint Hills schools.

From my observation this program brings to the students ideas, concepts, and materials otherwise impossible in most situations. I would say that this program has been very significant to our students overall growth. As I personally have not been affected by the program I feel that it should be continued.

Some fine, others of no benefit. All projects should be planned with classroom teachers to be made relevant to their work. The programs should be supplemented.

I praise it highly. Occasionally some dramatical works have been "over the head" of too many viewers. Many of the programs were marvelous, however as many plays; skits from various Shakespearean plays; workshops were good–demonstrations given on make-up, tour of make-up room and properties. The musical programs were fantastic. A most impressive Christmas program was presented a few years ago that all ages enjoyed (young and old alike). The audience was appreciative of all efforts–staging, message portrayed, etc. The following year the audience seemed disappointed for it was so different from the previous year. As a whole the FHERDA has brought to our town materials which many persons would not have made available–art, music, drama, science. More appreciation was developed.

I was much interested with the work students could do when given the proper opportunity and qualified teachers. We had a lot of interest in art when it was taken away from us. I was appointed one of the evaluators in art in 1964 and I helped in the art room each week I was able, and I saw the interest given.

Has some very fine ideas and personnel. Needs to increase their number of visitations in the school.

Very beneficial. Local schools need to know more about your work.

The music department of FHERDA made great effort to supply materials which they had available. They also were most ready to get material for us upon request. I do hope the program is made available again.

If funds were available to have someone in charge of the materials at a central location, it seems to work better for the music.

Exhibits lent on temporary basis have been most helpful. The art mobile, dramatic and other fine arts presentations have surpassed anything a single school system could do feasibly and have been most enriching. The science projects have been most helpful; exhibits, materials loaned on temporary basis, bibliographies and printed hand-outs have added to our professional library. Workshops and institutes have been most helpful.

I got involved with projects using IMC materials. I would have to turn in same, which must obviously be seen as an inconvenience. I doubt if I'll use many more as constancy is necessary.

I would like to see the program continued for without it we have very little or no program including the arts.

Very good. More requirements of teachers should be made under your programs.

Fantastic!

Spread too thin, not enough personnel.

C. Observations

Observers recorded reactions to several aspects of their visitations which related to attitudes. One task they were asked to perform was to talk to students when possible and record student reactions to FHERDA. Observer reactions are displayed on the table below.

Question: Student attitudes toward FHERDA projects:

	High School	Grade School	Totals
Very positive	1	7	8
Positive	10	7	17
Neutral	6	18	24
Negative	0	1	1
Very negative	0	0	0

Since the observers used were undergraduates at KSTC and were also identified to the school as representing FHERDA, the reactions of school administrators and teachers to their visits provides evidence of a kind that signifies, by implication at least, attitudes of those visited toward the college and toward FHERDA. This assumes that the observers acted in a professional manner and did nothing overtly to influence attitudes reflected. The table below displays observer judgments regarding attitudes of personnel of the schools visited.

Question: Attitude toward observers:

Very cooperative	11	25	36
Cooperative	4	8	12
Neutral	5	3	8
Uncooperative	0	0	0
Very uncooperative	0	2	2

A final source of data regarding attitudes derived from the observation form is the following table. The observers were trained to make a judgment concerning the attentiveness and enthusiasm of students in the classes they observed. Though they visited classes only briefly, this aspect of classroom instruction is fairly easy to determine on a very general level. An effort was made to compare and contrast classroom teaching FHERDA-influenced subjects with those teaching-subjects not influenced by FHERDA at both the high school and grade school levels. No conclusions were drawn concerning these comparisons due to a lack of sufficient data regarding which classrooms and teachers were specifically involved in FHERDA projects.

Atmosphere

	HIGH SCHOOL			GRADE SCHOOL			TOTALS	
	FHA	Non FHA	Total	FHA	Non FHA	Total	FHA	Non FHA
Very High	7	8	15	6	17	23	13	25
High	12	28	40	18	47	65	30	75
Moderate	16	33	49	22	35	57	38	68
Low	7	3	10	2	7	9	9	10
Very Low	1	5	6	1	1	2	2	6
Total Marked	43	77	120	49	107	156	92	184

Influence on Attitudes

A. Students

1. Music, Art and Drama

During the project, student attitudes were positive, particularly in regard to the art phase, as reported in Appendix E of the narrative report by the state evaluation team. The music and drama created less interest than art.

2. Elementary Science

The narrative report of the state evaluation team on this project did not report on the attitudes of the students.

3. Latin American

Student attitudes were reported as positive in particular with regard to the learning of a second language. The realia phase also created much interest.

4. AAAS

5. Special Education

6. Seminars

B. Lay

1. Music, Art and Drama

Lay participation and interest were reported as positive. The continuance of local art festivals evidences community interest.

No definitive reports were made in regard to drama and music.

No other project sought to evaluate lay attitudes.

C. Administrative

6. Seminars

Administrators showed a very definite interest in the value of the seminars. As reported, the subject matter of the seminars made many of the administrators see the need to evaluate their respective curricula and to hopefully implement changes to correct inbalance or deficiencies.

D. Faculty

1. Music, Art and Drama
Reported as positive.

2. 4. Elementary Science and AAAS
No evaluation

3. Latin American
Reported as positive. Teacher's feelings were that the visual and audio aids lent themselves greatly to the subject matter.

5. Special Education
Positive as reported. Teachers find great use of consultative and materials services offered by media center.

4.0 Potential and Problems

FHERDA has now been in existence some four years and expectedly has faced problems. The organization also has the potential to offer even more in terms of programs and services to its districts. This section of the report will provide reactions from people involved to questions concerning the future possibilities of FHERDA.

A. Responses of superintendents to interview questions

Two questions were asked of superintendents to gauge their feelings about the future possibilities of FHERDA. Following are the responses they made to these questions.

Potential and Problems

Question 11. What problems have arisen in conjunction with your involvement with FHERDA?

The time factor is one of the greatest problems we must content with in our meetings. A meeting must take at least a half day and sometimes will extend even longer. At least one meeting and sometimes two are held each month. Another problem with which we are faced on cooperative projects is that of getting all districts to participate. Due to the individual nature of each school district, a project that will satisfy a need in one school district may not have merit in another district. Since some of our cooperative projects involve a considerable sum of money, it is necessary that all districts participate to defray the cost. In several cases some feel they would benefit in proportion to the cost.

On the district level I have seen no particular problems develop, possibly scheduling events have been somewhat of a nuisance problem but not anything that we would consider a real major problem has developed with our involvement in the Flint Hills. I can see a great deal of future for the Flint Hills if we can keep the organization together. Not only new projects can be funded but a closer working relationship can be developed between the districts, possibly more cooperative buying can be utilized as well as the continuing exchange of ideas between districts. As far as our district is concerned the Flint Hills has been invaluable and I am certain that in the future if we can get a permanent center established that it is going to be of much more help in many different areas to small rural districts such as ours. As an afterthought on this if we are going to compete in education in Kansas we must have an organization such as ours to meet the challenge that is being presented by our large urban districts and the only way that we can do it as have a rural organization such as ours, one that when it speaks will carry enough weight to make people listen.

We have not been without problems in our efforts at cooperative projects. We have had some money problems whereby, in some cases, it has been difficult to obtain all of the money we would like in supporting programs such as the implementation of new equipment for science. We have had communication problems with staff members as we have tried to disseminate materials to the many schools in the FHERDA program. There has been scheduling problems within schools as we have tried to add the various programs to the curriculum schedule. We have also had communication problems with the general public as they try to comprehend such things what place does a symphony orchestra have in cattle country.

None

The amount of time required in attending the monthly meetings and special meetings. Some programs that may be developed could possibly serve the interests of too few of the participating school districts. The expense involved in being a member. The local programs must sacrifice in order to pay the dues and assessments of FHERDA programs. Fully informing the people at the local level as to just what FHERDA is, stands for, and is doing.

Time is at a premium. No serious problems.

There is not enough time to develop fully the projects that are needed to complete a well-rounded educational program.

The need for art and not being able to finance the program and services at the local level.

Some of the problems that have arisen with our involvement with the Flint Hills are basically those of communication. It is difficult to involve the grass roots through meetings with the Flint Hills. Either teachers and administrators must use their free time on Saturdays and evenings or superintendents must provide them with a substitute to attend specific functions of the Flint Hills. This not only requires a larger budget but in many cases substitutes which are not available.

Potential and Problems

Question 12: What prospect do you see for ways FHERDA can further serve your district?

FHERDA has almost unlimited opportunities for serving its member districts. It may in time become an intermediate administrative unit when this type of district organization is approved by the state. It has opportunities as a central purchasing office, an office for central record keeping, and as a center from which special personnel would operate to and from member districts.

I would hope that "things" proceed in an orderly manner so that eventually we would have some type of intermediate unit whereby school districts can cooperate together to provide those essentials which small districts find impossible to do for one reason or another. Although we seem to be struggling at this point, I do believe that it can be done.

The future looks good.

We need to continue to look for better ways of disseminating information and methods to all faculty members who should be involved in each project.

We must seek additional services and friends in the areas that we have developed in order to maintain their present level. The need in other teaching areas have been forgotten and must be brought into their proper focus.

Develop a materials center for which all the participating schools would have access. Develop new projects in which all districts may participate. Expand the monthly meetings. Devote a specified amount of time to one particular area and bring the teacher from each district who are interested in seeing this area developed.

Continued district cooperatives in a number of areas.

One way that the Flint Hills could further serve our district would be through quantity purchasing. Although this has been attempted and done in some cases, this could be expanded.

There are many ways in which other shared programs could be initiated through the Flint Hills.

B. Questionnaires

Each respondent to the questionnaire was asked to react to one question concerning the prospects of FHERDA. Responses are stated below.

Potential and Problems

Principals

Question 20: What prospects do you see for further ways that FHERDA can serve the students of its member districts?

Offer more secondary level materials through the FHA media center. More effective ways of letting the teacher know what is available through the FHA.

Only through regular classes such as the Elementary Science program.

Bring back some of the programs which were deleted–art mobile, drama, band concert, etc.

None, because I don't think the member district wants to invest that much money. We personally have lost our art, drama and music program.

Through cultured arts, new innovations in all subject areas, even possibly cooperative buying procedures.

Music, physical education, teacher aides and assistants with routine procedures.

Material and film center, special education, reading referral of students and inservice training for teachers, possible department sharing of ideas among member schools.

Well known speakers for assemblies to motivate and inspire students (many children never get the chance to hear a great speaker).

Take advantage of any government programs that will help our area. Possibly by buying some things in larger numbers would result in lower prices for all concerned.

Foreign languages could be introduced into the elementary system.

High School teachers

Let students have a change of teachers and subjects. Bring in new ideas and equipment.

Could you include physical education and/or recreation for high school?

It would be my hope that the FHERDA projects would be continued and expanded. In view of the fact that most speech programs will be discontinued at the school due to new teacher certification requirements, I would like to see FHERDA do work in that area. I would like to see a sharing of school newspapers as well as a critique committee to make suggestions and criticisms of the papers. Also, I think considerable work has been done in the science program, so I would like to see some emphasis on language and English. Any ideas for innovations and general reorganization of the institutional school structure would be welcome.

High School teachers

In my area I feel that the association could sponsor art exchanges between the high schools.

In the future FHERDA can be more helpful to the students by expanding its activities into other areas such as arranging for guest lectures and demonstrations in all areas of the curriculum.

Could serve well if only continued in past projects in FHERDA—even more if activities were expanded!

Better communication with teachers involved in subject areas. Students who should have an opportunity to participate are generally outside the circle of operation.

Additional drama programs available to English classes.

I think FHERDA can further serve students in its member districts by furnishing money to able the students to take trips to get first-hand experience at what they are trying to learn.

Come and talk to the teachers. Let them know what you have to offer.

Cooperative projects in Data Processing.

Parents

I think that a project in reading where individual diagnosis and instruction would be given.

I would be interested to know about things available through FHERDA.

FHERDA could add expensive business machines which could be rotated among the schools. This would give the students a broader business course which individual schools cannot now offer because of the cost.

More art should be taught in our schools.

What they did was very good is followed up by the teachers at school. I thought that this was to be the purpose of FHERDA.

Grade School teachers

I think a reading program could be very useful for elementary schools.

I feel it needs more push behind it, so to speak, with more teachers involved. To further enhance it, teachers that participate in some phase of it should hold meetings to give information to other teachers. Administration should more fully explain it–to teachers–not just one, but several times. Staff would then probably be more willing to incorporate new ideas and approaches in their curriculum.

Speech correction

Reading Clinic

Speech Correction Center

AAAS in all grades

Reading Clinic

Speech correction and AAAS in all grades. Reading specialist.

Please include music in the program again if you can.

Make us aware of the materials that are available.

Making available personnel who can aid in diagnostic testing and evaluating.

The FHERDA could make the teachers aware of materials and have them available.

Development of new projects. There could be a project in improvement of teaching modern math for better attitudes.

Perhaps in the areas of math or social science.

A language arts and mathematics program would be helpful.

Have college students from foreign countries visit the schools and talk to the children.

Get teachers involved in programs and have "refresher" meetings for the people of "expired" programs.

Bring in demonstrations involving physical education activities.

Could we get help in updating our Math programs? Especially helps in individualizing the program.

Make more people aware of your services and prospects may be unlimited.

I believe the art mobile was good and more visits by it would be beneficial. An art supervisor who could come directly to the classrooms would be very helpful.

I would like to see a math project begun for upper elementary teachers.

Teacher training–inservice training of teachers.

KSTC faculty

Establish Educational Evaluation Center for diagnosis of learning disabilities.

Continue to help keep the teachers updated and help the teachers continually evaluate themselves and their programs.

We should help the schools vertically integrate their curricula so that students can move at their own speed and build on previous learnings.

Others

More of what we've already had–the concert projects–theater opportunities. Would like to see more high school involvement–more clinics they can come to–vocal and instrument, not just a few students but all of them.

Reading evaluations and special reading programs. Special evaluation opportunities for "problem children" reading, coordination of every specific area.

Could serve special education to a greater degree.

Drama classes at least once per week, art and/or arts and crafts on full time–more and more science.

Keep up the library of records, film strips–replacing and adding to as is possible.

C. Observation

Observers made the following comments concerning FHERDA potentials.

4.0 Potential and Problems

Key punch machine mentioned earlier as possible FH project. Business teacher expressed a desire for one.

Math methods may be in need of study.

Need learning ability classes–modular and ungraded.

Latin American project needs to cover other countries. Example: Egypt project.

Recommend a center for availability of film media.

Team teaching wanted.

IV. Conclusions

Although the evidence cited in the previous section of this report should provide sufficient basis for individual judgments of FHERDA, it is rather lengthy and does not include analysis or interpretation. The purpose of this section of the report is to present as briefly as possible a point-by-point interpretation of results by the investigator.

1.0 Communications

The very existence of FHERDA is evidence that communication is occurring at least at an administrative level between public schools in the area of Kansas that FHERDA covers. This is an unusual situation in that FHERDA is not a legal entity and cannot acquire outside funding itself. To the knowledge of this investigator no other similar organization exists. Apparently sufficient communication existed between at least some members of the organization prior to its inception to bring it into being.

1.1 Professional Communication

For FHERDA to have come about at all required communication at the administrative level as well as with KSTC. Comments of superintendents attest to the fact that communication has been vastly improved for them through their association with FHERDA. The planning, writing, and implementation of funded projects has provided a number of avenues of communication between the member districts and the college.

At the level of public school faculty, communication has been affected significantly through inservice training and other project involvement. Responses of teachers to the questionnaire give evidence however that there is a definite need to improve awareness on the part of new teachers and teachers not directly involved with FHERDA activities of the purpose and potential of FHERDA.

2.0 Research and Development

This is of course the major "Raison D'Etre" of the Flint Hills Association. The granting of over three-quarters of a million dollars to Flint Hills districts through FHERDA-sponsored proposals lends ample proof to the contention that FHERDA is successful in this area.

2.11 Sources of Revenue

FHERDA proposals have attracted large sums of money from outside sources. Federal and state funding have brought over $850,000 to FHERDA districts. No single district in the Flint Hills Association could have attracted anything near this kind of funding. For this reason alone the existence of FHERDA seems adequately justified.

Although FHERDA has brought large sumes of money into member districts, there appears to be either a lack of ability or desire on the part of local funding agencies to provide sufficient financing to continue projects adequately when outside funding ceases. Though local districts have supported some innovations to some degree, the evidence previously cited indicates a desire from many quarters for continuation of programs that are apparently fading out.

2.12 Expenditures

The operating budget of FHERDA has ranged from approximately $24,000 to $4,000 per year. This seems a relatively modest expenditure in light of the money and services provided member districts through FHERDA efforts. There is an apparent desire on the part of at least some members of FHERDA to pool district moneys to provide materials and services not available or possible for one district alone.

2.2 Program Development

FHERDA is directly responsible for at least six projects now in progress or recently completed in the Flint Hills area. The full impact of these projects is yet to be seen, but some evaluation is possible at this time.

2.21 Curricular

Of the six funded projects of FHERDA, only five can be considered to have directly affected the curriculum of area schools. The ESEA seminars could be expected to have only indirect effects and to a minimal degree. Of the five remaining projects, analysis of all sources of data led to the following judgments.

1. Music, Art and Drama

   During its duration this project had perhaps the most widespread impact. Because of a lack of significant teacher involvement in planning and inservice training its effects will likely diminish rapidly in most areas. The few new art teachers hired and the increases in involvement in bands should sustain the influence of this project in these areas to some degree. The program was quite successful while it lasted but only time will allow a complete evaluation of its worth.

2. Elementary Science Project

   This is probably the strongest project both in terms of lasting effects and amount of change caused. Because teachers were given inservice training which from their reactions to questions on the questionnaire, caused them to make drastic changes in their approach to the teaching of science the effects were both powerful and sustained.

Evidence cited earlier gives every indication that this project caused dramatic changes in teaching techniques and student attitudes not only in the science programs directly involved but in other related areas as well.

3. Latin American Project

This project attracted less funding than the previous two and was also apparently less effective. Only those teachers and pupils directly involved appear to have benefited. Materials made available through this project are being used less and less and those speakers who came into the schools, even though infrequently, are no longer available. The intent of the project was very positive but the execution seems to have been somewhat less than desired and the residue appears minimal.

Perhaps more teacher inservice training and an expansion into other areas could revitalize this type of project.

4. AAAS Science

This project is still in process so evaluation at this point would be premature.

5. Special Educational Media Center

Though this project is still ongoing, all indications are that it is serving a real need of member districts and is being taken advantage of.

6. ESEA Curriculum Seminars

The modest funding provided this project gives an indication of the kind of results anticipated. Little provision was made in data sources developed to indicate the effects of this project.

2.22 Extra Curricular

The music, art and drama project is the only one that had any aspect of extra curricular activity designed into it. Reactions of teachers, parents, and school board members indicate that it had a significant impact on communities associated with FHERDA. Please for its continuance indicate a desire on the part of all concerned to get involved in more activities of similar nature.

2.73 Personnel and Practices

Teachers and administrators are not operating differently as a result of FHERDA. Not all teachers nor all administrators but many more than would have been the case without FHERDA as a change agent. The comments of science teachers who have had inservice training are particularly impressive. They seem to have altered their styles quite markedly as a result of their experiences. Most teachers feel that FHERDA had little or nothing to do with their job choice but more agreed that they had benefited than did not. Superintendents are operating in a cooperative manner unusual or unknown in many, perhaps most, areas of Kansas as well as other states.

An abundance of material and equipment has been brought into FHERDA districts through funding but is probably not as significant in its impact as are the changes in behavior cited previously. Future proposals should demonstrate a cognizance of these facts.

3.0 Influence on Attitudes

FHERDA should definitely continue. Even though many teachers are unfamiliar with FHERDA or its purposes, the evidence they have is enough to convince them of its value. Every category of respondent to the questionnaire gave support to FHERDA and indicated a firm belief in the benefits of FHERDA for students and communities involved. Only 12 out of 388 disagreed with the statement that FHERDA should be continued.

Problems and Potential

As does any organization, FHERDA has its share of problems. A basic problem is time. Superintendents need to attend FHERDA meetings, which takes time. Planning and execution of projects and proposals takes time. It takes time to communicate effectively with all involved in FHERDA activities.

Not many of the problems mentioned are serious or insoluble. New ideas and proposals need to be developed that consider weaknesses in prior ones and contribute significantly and measurably to pupil growth. But this is not a problem so much as potential of FHERDA.

FHERDA has and is serving a useful function and can continue to do so if it correctly gauges the needs of its member districts and provides funds either from internal or external sources to deal with them. One function FHERDA can serve to a greater extent than it has is to act as a central point for the pooling of member district funds for the study and resolution of mutual problems.

Another function FHERDA can serve is to act as an agent for evaluating member districts for the purpose of identifying areas of need for further project activities. Specific areas mentioned in the results of this report include such things as identification of reading problems, new reading programs, math programs, language arts programs and other curricular areas not heretofore affected by FHERDA projects or activities.

In short, FHERDA is a worthwhile organization serving a worthwhile purpose and is looked upon favorably by the vast majority of those who know of its work. It has the potential to serve even further if it attends to its few problems and strives to reach its potential.

Appendix One

The Flint Hills Educational Research and Development Association

The purpose of this abstract is to define for the patrons, faculty, and board members of this association exactly what the Flint Hills association is, how it began, and what present projects are now being planned.

In the fall of 1965, several Unified School District superintendents of small rural districts in eastern Kansas met to discuss the possibility of sharing in some of the federal programs sponsored under the new Elementary and Secondary Education Act, Public Law 89-10. After meeting and discussing some of the mutual problems of their small districts, it was obvious to these superintendents that they had an impossible task in acquainting themselves with the new federal programs as well as being able to prepare proposals to receive financing for any project confined to one school district. This group of superintendents met and discussed their problems with the Director of Research and Grants and the Dean of the graduate school at Kansas State Teachers College in Emporia.

From these discussions a meeting of all the unified school districts in the general area of Emporia was called and an association was formed. This initial association of eight school districts, entitled the Flint Hills Educational Research and Development Association, began work on a set of articles of the association, elected officers, and adopted by-laws. In November of 1965 the Association expanded to twelve school districts and prepared a proposal for submission to the U.S. Office of Education. This proposal was designed to provide a cultural enrichment program in music, art and drama for the participating school districts, and it was approved and funded for a two and one-half year period beginning in February of 1966.

The geographic area served by the association covers thirteen school districts in seven counties in east-central Kansas and has a total of 52 elementary schools, and 25 high schools with a total of 10,100 students and 630 teachers. There are no first class cities in the seven county area and the towns or community centers in each of the districts range from less than 200 to 4100 in population. The total population of the area represented by the association is approximately 55,000.

The association has received considerable help in the preparation and writing of proposals from the faculty and staff of the Kansas State Teachers College. At the present time there are three Title III projects in operation for the schools of the association. The first project to be funded was the cultural enrichment program beginning in February of 1961. The second project is a program to improve elementary science in schools of the association. This project began in June of 1966 and featured a summer workshop in science for elementary teachers. The third project which began in August of 1966 is a language arts social studies program, specializing in the study of Spanish and the culture of Latin America. In addition to the support provided the association by the U.S. Office of Education, each of the school districts has contributed three dollars per pupil to provide an operational fund to prepare additional proposals and provide materials.

The Flint Hills Cultural Enrichment Program is designed to provide supplementary service in music, art, drama for the elementary and secondary school students in the seven county area. The project funded under a grant to Unified School District 386, Madison, Kansas, is for $350,000 over a two and one-half year peiod. The specific objectives of the projects are: To enrich the student's life through acquaintance with good music, art and drama, to develop an esthetic appreciation for music, art and drama, and to assist the student in development of performance skills and creativity in music, art and drama.

The project proposal was designed to present four integrated programs for cultural enrichment. Each program is designed to provide supplementary services and experiences which have not usually been available in the participating schools. The four programs included are a symphony orchestra, a mobile art unit and related art services including music composition and listening programs, and drama in modern life, which includes a series of plays performed for the students of these schools by dramatic students at Kansas State Teachers College.

The Flint Hills Elementary Science Program Development Project is administered through Unified School District 390, Hamilton, Kansas, and was funded for three years with a total appropriation of $330,000. This project provides for the development and implementation of improved educational opportunities in science in the self-contained elementary classrooms in the rural schools of this area. It provides for a series of workshops and in-service programs in science designed to help the teachers of these schools to develop a program of studies consistent with the educational philosophy of the schools of the association. The materials being used in the workshops are in line with the recent national curriculum materials in science and are designed to bring schools up to date with modern science materials.

A Cooperative Program for Cultural Enrichment Through the Study of Latin America was submitted and funded through Unified School District 417, Council Grove, Kansas. The project was approved for three years with a total budget of $95,000. This project provides cultural enrichment and a broader base for international understanding and an awareness of another culture for intermediate grade children in the schools of this association. It provides a mobile unit with Video TV tapes, overhead projector transparencies, and materials in Spanish and the culture of Latin America. A series of tape recordings and lessons in Spanish will be used in the sixth grade classes of all the schools. Teaching materials and lesson guides have been prepared for use by the classroom teachers utilizing this supplementary program of audio and video tapes.

The success of the total Flint Hills program is best seen when one visits the schools involved. In science it has been claimed that the elementary students get so interested that the teachers cannot even get them to go to the bathroom. There is also a new enthusiasm among the teachers where there is an emphasis on new methods and materials. The innovations are taking place in the classroom without upheaval as the existing teachers are encouraged to take part through a kind of osmosis. The apparent advantages are that the teachers are willing to try more new things as a great amount of material has been developed for the classroom in recent years. Flint Hills is bringing this material to give students in somewhat remote areas the advantages of big-city education. When the program ends it will leave better teachers and materials for teaching.

The material available and the cooperative attitude are part of the Flint Hills project philosophy that every child should be provided with all the educational and cultural opportunities available, regardless of the economic situation and isolated location in which he lives, to mold his life toward becoming a useful citizen, capable of earning a living for himself, his family and contributing significantly to his society. It appears that the philosophy is working.

There are modern programs available in science and mathematics for all levels of elementary and secondary education. These programs are being adopted in the state of Kansas through the COOPERATIVE COLLEGE SCHOOL SCIENCE PROGRAM instituted by Kansas State Teachers College and the Flint Hills Educational Research and Development Association. This program was originated to effect curriculum change, acquaint the school administrators with the objectives of the program, train the teachers or in many cases retrain them, and provide assistance in implementing the new programs through consultation and advice about classroom practices.

Within the State of Kansas there are many school districts wishing to adopt new materials and methods of teaching science and mathematics at the elementary school and junior high school level, but manpower for training teachers and helping them implement the new programs is limited to one or two persons at each of the state supported institutions of higher education and in the State Department of Public Instruction. Those persons at colleges and universities are essentially employed full-time in ongoing programs in undergraduate education.

The State Department programs, in most cases, are limited in scope and effectiveness due to inadequate manpower, facilities and financial resources. The need exists for a unified effort on the part of the personnel in the state institutions of higher education in cooperation with the State Department of Public Instruction, the schools of Kansas, and the federal funding agencies to develop an organization to effect mathematics and science curriculum improvement in the elementary and junior high schools of the state, and to identify and train needed manpower to assist in the retraining of teachers and to work with them during implementation and evaluation of the new curricula. The Cooperative College-School Science Program has been designed to help fill this need.

This program provides for the selection of thirty-six potential mathematics-science staff personnel from participating school systems for training in a six week training session at Kansas State Teachers College with emphasis upon content and method of teaching modern science and mathematics programs for grades kindergarten through three. These teachers will then attend scheduled sessions during the school year to upgrade their effectiveness as leaders of peer-teacher workshops which they will hold later in their home schools.

Five informational workshops for principals, superintendents, high school science department heads and lead teachers in upper elementary and junior high schools in cooperation with the State Department of Public Instruction will also be held.

The following year eight simultaneous four-week workshops of one hundred persons each will be conducted by the project trained mathematics science staff under the direction and supervision of project center directors. A total of eight hundred teachers will be trained at the curriculum center with a repeat session of eight hundred different teachers in the following month. It is hoped that the whole program will be repeated in the future dealing with materials for grades four through six. This is a $42,000 grant received in March of 1969 and continuing until July 1971.

Another project recently funded is a special education instructional materials center, one of several of its type, granted through the special education division of the State Department of Education. This is approximately a $66,000 grant of a 2½ year period to purchase instructional materials and establish a central check out system for these materials to the schools in the months with a basic goal of establishing a resource center for all of the schools in the Flint Hills area.

A final project which is nearly completed was to assess and make recommendations for changing curriculum practices. This was accomplished through a $1,000 Mini-Grant administered through ESEA, Title V, which enabled the Flint Hills Association to plan and conduct a series of seminars utilizing outstanding individuals in various curriculum areas. The ten seminars were attended by some 25 school administrators, both principals and superintendents, from the Flint Hills schools. The purpose of the seminars was to evaluate innovations which were presented to the participants by the resource specialists. A Microfiche library and two microfiche readers were purchased using the ERIC Clearing House to obtain abstracts, bibliography, and out of state papers, and articles as a basis for the library.

Other than the six federal grants previously mentioned, many individual and group projects have been entered into by the various schools involved. Some of these include cooperative programs in speech therapy, educable mentally retarded classes, and cooperative school psychology. Also, all of the schools have been able to add an introduction to data processing and most of the schools greatly expanded their science sources. Some even included aeronautics, geology, and earth science. Many of the courses added to the high school curriculum are exploratory in nature and guidance oriented.

There are many projects which are in the formulation stage, most of them dealing with preservice and inservice education of teachers. This area seems to be developing as one of greatest need for future ventures for the Flint Hills Educational Research and Development Association. Without a willingness on the part of each school district to work together, we remain isolated and unable to afford the types of curriculum offering which are normal in larger school districts and cities. We look upon the Flint Hills schools as an intermediate educational unit which functions in the areas that we can not afford independently.

Appendix Two

Results from interview with gathered superintendents of FHERDA.

(comments organized on the basis of activities paradigm)

1.0 COMMUNICATIONS FUNCTIONS

- We need better communication within our own district and within FHERDA.
- Widespread area of FHERDA limits programs as some schools with special needs are far apart thus they have little ability to respond.
- Entire area of communication has been improved by our Association, i.e.: Superintendent–Principal, Principal-Teacher, Superintendent-Teacher, Board-Superintendent, Teacher-Board.

1.1 Professional Contacts

- Attitude of superintendents is positive because of ability to do those things could not otherwise.
- Exchange of salary information.
- Workshops for project teacher make superintendents think–what about other teachers; do they have in-service training needs too?
- Science program change caused us to look at curriculum areas not involved in project. Science math, updated; what about English, etc.
- We have to have a policy of all or none on projects yet each superintendent must represent his district in the matter.
- When project fails–teachers do not want to be involved any more, then if one goes we have a communications network to re-establish.
- We need to involve principals more.
- We need to involve K.S.T.C. student-teacher program administrators with Flint Hills superintendents more.
- Established school-college tie for drama.
- College outreach seems better. Tie between colleges and schools seems improved.
- Have heard about the Flint Hills Association and prospective teachers take employment with us because of our programs.
- Special Education helps district, also helps train undergraduate and graduate students for college.
- School psychologists being shared now; without association we would not have had one (by ourselves we could not afford it).
- Superintendents can cooperate without jeopardizing our position or our system.
- Those teachers that are lost at least have advanced professionally as a result of added training provided by the Flint Hills programs. I feel we have helped education as a whole by our program when this happens.
- Some of our teachers took positions in a Flint Hills school because of K.S.T.C. involvement with programs of FHERDA.
- Professional seminars for superintendents and principals provided a vehicle for improving the administration of our schools.
- There was improvement of principals by association with superintendents of Flint Hills in seminars, etc. There was less emphasis upon guilt by association and more ease of communication between principals and superintendents about problems.
- We are now sharing teachers in Special Education, speech therapists, art teachers. This could not have happened without our Association.

- The meeting was a tool for educating and informing.
- The Association provides a basis for consideration of new programs. For example, why not a seminar for principals; we have had them for teachers of science.
- Teachers now come to superintendents with ideas for new projects. Many are implemented.

1.2 Lay Contacts

- Our Association demonstrates that cooperation is possible in education hence, it has helped in unifying of school districts after consolidation.
- The Association provides lever for the superintendent to get new programs established in his district since he can point to other similar districts doing the same thing.
- The Association provides new basis for communication with school boards. Discussion of salary schedules by Goodwin B. King, with school boards in attendance was very helpful to me. Changes in both programs and finance have been involved in follow-up sessions.
- Provides different perspective for board members regarding job of superintendent.
- Relation between superintendent and school board changed somewhat after our program involving the board members.
- Outreach program of FHERDA has been good. Examples are art at Cottonwood Falls. Adults wanted in the FHERDA Art Program although they were involved in another program sponsored by K-State.
- We got a new runway for our airport as a result of our aviation program instigated by the FHERDA.
- Adults know now that they are missing something that could involve them.
- Explanation to the school board of expenditure for dues or special assessment is difficult.
- Lack of willingness of board of education to support programs that others want but I cannot sell.
- Lack of tangibility of some programs in terms of dollars spent provides a roadblock for communications with my board.
- We need more sessions for our school boards.

2.0 RESEARCH AND DEVELOPMENT FUNCTIONS

- Provides a basis for investigating possibility of new program (payroll, E-TV, computer program) without a financial burden upon any one district. We may find out as in these cases that we don't want them thus less money down the drain.

2.1 Financial Considerations

2.11 Sources of Revenue

- Local funds now being used to continue and start new programs.

2.111 Federal

2.112 State

2.113 Local

2.12 Expenditures

2.121 FHERDA

- We need a permanent facility for FHERDA.

2.1211 Personnel and Services

2.1212 Research

2.122 Local Education Agencies

- We had to hire a speech and drama teacher where we had none before. We now have an art program when none did exist.
- We are using the concept of the art mobile turned around—we have kids going to the Wichita Art Museum.
- Costs on individual basis is prohibitive for many things. The following are examples of cooperative effort:
  a) group buying on data processing.
  b) science equipment bought as a group.
  c) services of special teachers and personnel obtained.
- Income to support new programs on the trial basis was not available without our Association.
- We are now sharing teachers in Special Education, speech therapists, art teachers. This could not have happened without our Association.

2.2 Program Development

- Widespread area of FHERDA limits programs as some schools with special needs are far apart thus they have little ability to respond.

2.21 Curricular

- South Lyon County—Music—Band change from a handful of persons to 55—High school; 60—beginners.
- Superintendent wants to improve curriculum.
- Can do—Special Education now—could not alone.
- Introduction of the IPS program caused demand for change in General Science at grade nine. This caused adaption of BSCS, CHEMS, PSSC.
- Science program change caused us to look at curriculum areas not involved in project. Science, math, updated; what about English; etc.?
- Latin America program caused our teachers to develop their own curriculum materials.
- We had to hire a speech and drama teacher where we had none before. We now have an art program when none did exist.
- We are using the concept of the art mobile turned around—we have kids going to the Wichita Art Museum.
- Outreach program of FHERDA has been good. Examples are art at Cottonwood Falls. Adults wanted in the FHERDA Art Program although they already were involved in another program sponsored by K-State.
- Aviation program investigated as whole, three schools now have a new program and one more will add it. Osage City has one for adults and high school children both including pre-flight and flight lessons.
- Student time allocation for involvement in all programs is a problem.
- If all students are involved in one program we lost ½ day of school.
- The art program too limited for us. We need more help and more time.

2.22 Extra Curricular

- Summer programs in art, music, recreation, Head Start, remedial reading have been instituted in districts involved in the Flint Hills. Most of these are directly or indirectly related to what programs the FHERDA have supported.
- Outreach program of FHERDA has been good. Examples are art at Cottonwood Falls. Adults wanted in the FHERDA Art Program although they already were involved in another program sponsored by K-State.
- We have an art festival–annual for adults and students–2 full days in summer as a result of the art program.
- Aviation program investigated as whole, three schools now have a new program and one more will add it. Osage City has one for adults and high school children both including pre-flight and flight lessons.

2.23 Personnel and Practices

- Tenure of Superintendent improved.
- Workshops for project teachers make superintendent think–what about other teachers, do they have in-service training needs too?
- Latin America program caused our teachers to develop their own curriculum materials.
- We had to hire a speech and drama teacher where we had none before. We now have an art program when none did exist.
- We are using the concept of the art mobile turned around–we have kids going to the Wichita Art Museum.
- Special Education helps district, also helps train undergraduate and graduate students for college.
- School psychologists being shared now; without association we would not have had one (by ourselves we could not afford it.).
- Costs on individual basis is prohibitive for many things. The following are examples of cooperative effort:
  a) group buying on data processing.
  b) science equipment bought as a group.
  c) services of special teachers and personnel obtained.
- Support of teachers in workshop programs during summer provides a new advantage for teacher recruitment.
- Retention of teachers who have had training has been very good. Some would not have stayed without Flint Hills programs.
- The teacher departing helps recruit teachers who have equivalent training and can carry on with the curriculum change brought about by the Flint Hills program.
- Teachers who were in science program improved their teaching in all areas not just science teaching. These teachers were generalists when they started and came out the same way but their teaching of all subjects, not just science, was improved.
- Professional seminars for superintendents and principals provided a vehicle for improving the administration of our schools.
- There was improvement of principals by association with superintendents of Flint Hills in seminars, etc. There was less emphasis upon guilt by association and more ease of communication between principals and superintendents about problems.
- We are now sharing teachers in Special Education, speech therapists, art teachers. This could not have happened without our Association.

- The Association provides a basis for consideration of new programs. For example, why not a seminar for principals, we had them for teachers of science.
- Teachers participate in workshops with no release time allowed for it.
- Distances involved in transporting students makes it difficult.
- The selection of specialists by FHERDA Programs are not always those desired by teachers.
- We need to involve principals more.

3.0 INFLUENCE ON ATTITUDES

3.1 Students

3.2 Lay

- Our Association demonstrates that cooperation is possible in education hence, it has helped in unifying of school districts after consolidation.
- The Association provides a lever for the superintendent to get new programs established in his district since he can point to other similar districts doing the same thing.
- Provides different perspective for board members regarding job of superintendent.
- Relation between superintendent and school board changed somewhat after our program involving the board members.
- Adults now know that they are missing something that could involve them.
- Explanation to the school board of expenditure for dues or special assessment is difficult.
- Lack of willingness of board of education to support programs that others want but I cannot sell.
- Lack of tangibility of some programs in terms of dollars spent provides a roadblock for communications with my board.

3.3 Administration

- Attitude of Superintendents is positive because of ability to do those things they could not otherwise do.
- Superintendent wants to improve curriculum.
- Pooling of things that are done but not all things particularly useful for any one district.
- Science program change caused us to look at curriculum areas not involved in project. Science, math, updated; what about English, etc.?
- Superintendents can cooperate without jeopardizing our position or our system.
- Those teachers that are lost at least have advanced professionally as a result of added training provided by the Flint Hills programs. I feel we have helped education as a whole by our program when this happens.
- There was improvement of principals by association with superintendents of Flint Hills in seminars, etc. There was less emphasis upon guilt by association and more ease of communication between principals and superintendents about new programs.
- We have to have a policy of all or none on projects yet each superintendent must represent his district in the matter.
- We need to involve principals more.

3.4 Faculty

- Support of teachers in workshop programs during summer provides a new advantage for teacher recruitment.
- Retention of Teachers who have had training has been very good. Some would not have stayed without Flint Hills programs.
- The teacher departing helps recruit teachers who have equivalent training and can carry on with the curriculum change brought about by the Flint Hills program.
- Teachers now come to superintendents with ideas for new projects. Many are implemented.
- The selection of specialists by FHERDA Programs are not always those desired by teachers.
- When project fails-teachers do not want to be involved anymore, then if one goes we have a communications network to re-establish.

3.5 Other Professional

- Some of our teachers took position in a Flint Hills school because of K.S.T.C. involvement with programs of the FHERDA.

Appendix Three

FLINT HILLS EVALUATION PROJECT INTERVIEW FORM

1. In what general ways has your district benefited directly from the FHERDA?
2. What curricular changes are noticeable as a result of FHERDA activities? Extra curricular?
3. What kind of "fallout" (ripple effect) has resulted from funded curriculum changes in other areas than those funded?
4. How have personnel practices such as hiring, upgrading and replacing teachers been affected by FHERDA?
5. How has FHERDA influenced administrative practices in your district?
6. How has FHERDA influenced local school financing?
7. How have your district's relationship with other districts been influenced by FHERDA?
8. In what ways have school and community relationships been affected by FHERDA?
9. How has FHERDA influenced your district's relationship with K.S.T.C. and other organizations.
10. In what ways has your membership in FHERDA influenced your personal professional relationships with other superintendents, the school board, or other professional organizations such as the college?
11. What problems have arisen in conjunction with your involvement with FHERDA?
12. What prospect do you see for ways FHERDA can further serve your district?
13. How can the functioning of FHERDA be improved?
14. Could you summarize your general assessments of FHERDA?
15. How do you think your principals and teachers feel about your district's membership in FHERDA?

Appendix Four

FLINT HILLS EVALUATION PROJECT QUESTIONNAIRE

The purpose of this questionnaire is to obtain information and opinions about the activities of this Flint Hills Educational Research and Development Association (FHERDA). We want your reactions, both positive and negative. This questionnaire is confidential and will be handled only by Dr. Kevin Morse, Project Director.

Place the number of the appropriate response in the space to the left of each statement.

1.______ I am a (1) principal, (2) high school teacher, (3) grade school teacher, (4) school board member, (5) associated with K.S.T.C., (6) parent, (7) other (please specify).

2.______ If someone were to ask me about the purposes and activities of FHERDA, they would find me (1) well informed, (2) adequately informed, (3) unsure, (4) poorly informed, (5) completely in the dark.

Use the following list of projects to respond to the next set of statements.

1. The Madison Art, Music and Drama Project
2. The Flint Hills Elementary Science Project
3. The Council Grove Latin American Project
4. The Cooperative College – School NSF Project (AAAS Science – A Process Approach)
5. The Special Education Media Center
6. The ESEA Seminar on Curriculum (Dr. Bowman – mini-grant)

Place the numbers that apply in the spaces below.

3. I am familiar with ________

4. I was or am involved with ________

5. My work has been influenced by ________

Please react to the following statements with the number of the response which most nearly reflects your personal opinion. Respond only to those statements that apply to your situation.

1. Agree strongly 2. Agree 3. No opinion 4. Disagree
5. Disagree strongly

_____ 6. I think FHERDA is a useful organization.

_____ 7. I think FHERDA is necessary for our district.

_____ 8. I have personally benefitted from the activities of FHERDA.

______9. Programs resulting from the efforts of FHERDA have been beneficial to the students in my district.

______10. The activities and projects of FHERDA have influenced my decision to take and/or keep my job.

______11. I think it is advantageous to have a college person as project director at least half time.

______12. FHERDA and its member districts have benefitted from their ties with KSTC through projects.

______13. I feel I am better at my job because of my involvement with a FHERDA Project.

______14. I have had more opportunities to communicate with professional educators and with the people of the community as a result of FHERDA Projects.

______15. I am eager to get involved in new educational projects and activities if the opportunity arises.

______16. I feel FHERDA is worthwhile and should definitely be continued.

How do you feel the control and direction of Flint Hills projects have been distributed? Rank the following in the order that you feel control A) has been; B) should be distributed.

A) Has been B) Should be
______ ______ College people
______ ______ Superintendents
______ ______ School boards
______ ______ Principlas
______ ______ Teachers
______ ______ Lay Public

Where have the ideas for FHA projects come from? Rank the following in the order that you feel ideas A) have come from; B) should come from.

A) Have B) Should
______ ______ College people
______ ______ Superintendents
______ ______ School boards
______ ______ Teachers
______ ______ Principals
______ ______ Lay Public

Please respond briefly to any of the following questions that apply to your situation.

19. How has your involvement with the efforts of the Flint Hills Association created changes in programs and practices in your department (subject area, class, school, etc.)?

20. What prospects do you see for further ways that FHERDA can serve the students of its member districts?

21. What specific things do you do now that you did not do before the activities of FHERDA began?

22. Could you briefly state your evaluation of the efforts of FHERDA?

APPENDIX 5

FHERDA EVALUATION

______ 1. School classification:
1) High school 2) Junior High 3) Elementary 4) Other (specify)

______ 2. Number of classrooms visited.

______ 3. Number of types classroom organized for:
  1) self-contained
  2) team teaching
  3) modular scheduling
  4) ungraded

______ 4. Years of use and condition of building:
1) 0-10 2) 10-20 3) 20-30 4) 40 or more
a) excellent b) good c) fair d) poor e) very poor

______ 5. FHERDA projects involved:
1) Art, Music, Drama 2) Science 3) Latin America
4) AAAS Science 5) Other (describe)

______ 6. How many additional full-time or part-time staff has this school added in the past four (4) years?
  full-time
  part-time
  What subject or grade level areas?
  1) music 2) art 3) drama 4) social studies
  5) science 6) special education

______ 7. Rate of teacher turnover since FHERDA:
1) increased 2) stayed the same 3) decreased

______ 8. How many outside resource people visit this school in a week?
1) Less than one 2) one 3) two 4) three 5) more than 3

______ 9. Availability of equipment and materials:
1) readily available 2) moderately available 3) difficult to obtain

______ 10. Student attitudes toward FHERDA projects:
1) very positive 2) positive 3) neutral 4) negative
5) very negative

______ 11. Attitude toward observers:
1) very cooperative 2) cooperative 3) neutral 4) uncooperative
5) very uncooperative

15. GENERAL COMMENTS:

APPENDIX 6

	1. Principal	2. High School Teachers	3. Grade School Teachers	4. School Board	5. KSTC Faculty	6. Parents	7. Other	ALL
1. Identification	28	153	192	14	9	42	35	473
2. Knowledge								
well informed	7	7	7	0	1	2	2	23
adequately informed	14	33	72	7	7	16	13	162
unsure	2	35	53	4	1	12	9	114
poorly	5	45	47	2	0	8	9	115
in the dark	0	33	13	0	0	2	2	53
3. Projects Familiar with 1.	21	50	94	12	6	27	17	233
2.	23	38	117	11	7	30	11	237
3.	12	1	54	4	2	8	3	84
4.	11	9	32	2	5	2	3	64
5.	16	27	54	3	3	13	9	125
6.	7	0	6	1	2	2	1	19
4. Involved with 1.	11	15	36	0	2	7	4	75
2.	12	6	49	0	4	6	2	79
3.	7	0	22	0	0	3	0	32
4.	4	3	23	0	1	0	1	32
5.	6	2	14	1	2	3	7	39
6.	4	0	2	0	2	2	0	10
5. Work Inf by 1.	9	22	33	0		4	5	74
2.	10	6	53	0	3	4	2	78
3.	1	0	18	0	1	0	1	21
4.	3	3	19	0	0	0	1	26
5.	3	0	14	0	0	0	7	24
6.	3	0	0	0	1	0	0	4

Appendix 6 (cont'd)

1) agree strongly   2) agree   3) neutral   4) disagree   5) disagree strongly

Value Questions	1. Principal	2. High School Teachers	3. Grade School Teache	4. School Board	5. KSTC Faculty	6. Parents	7. Other	ALL
6. FHERDA useful organization 1	12	25	48	3	7	17	12	124
2	13	42	145	10	2	21	14	247
3	0	40	32	2	0	5	4	83
4	0	5	3	0	0	0	0	8
5	0	2	1	0	0	0	0	3
								465
7. FHERDA necessary for district 1	9	20	30	4	4	13	11	91
2	13	36	75	4	1	16	5	150
3	1	50	50	2	1	9	8	121
4	3	9	11	2	0	1	7	33
5	0	4	2	0	0	0	0	6
								401
8. Personally benefitted 1	9	16	45	0	5	9	7	111
2	6	22	77	5	2	11	8	131
3	8	45	33	3	1	10	8	108
4	2	11	13	0	0	4	5	35
5	0	10	6	1	0	0	1	17
								402
9. Beneficial to students in district 1	10	22	44	4	3	11	10	104
2	11	51	92	8	1	25	17	205
3	1	38	34	1	1	2	3	80
4	3	6	3	0	0	0	1	13
5	0	1	0	0	0	0	0	1
								403
10. Influenced job decrease 1	1	2	7	0	1	3	2	16
2	2	6	13	3	1	0	1	26
3	8	48	67	2	5	19	12	161
4	5	34	43	0	0	2	6	90
5	2	21	26	1	0	0	5	54
								347
11. College person as project director 1	2	18	17	0	4	5	7	53
2	10	38	83	7	3	15	10	169
3	9	58	56	2	0	11	11	147
4	2	3	4	1	0	1	0	11
5	0	1	5	0	0	0	0	6

		1.	2.	3.	4.	5.	6.	7.	ALL
12. FHERDA benefits from ties with KSTC	1.	6	14	31	3	7	7	6	74
	2.	13	46	90	10	2	17	18	196
	3.	5	54	44	0	2	10	7	122
	4.	0	1	0	0	0	1	0	2
	5.	0	0	2	0	0	0	0	2
13. Better at my job because of FHERDA	1.	4	10	23	0	3	2	5	396 47
	2.	5	12	68	1	5	7	7	105
	3.	11	45	51	3	1	16	11	139
	4.	4	22	20	1	0	1	2	50
	5.	0	13	6	1	0	2	2	24
14. Opportunity for communication because of FHERDA	1.	4	11	18	0	4	4	3	365 44
	2.	15	13	50	5	4	9	11	107
	3.	3	46	56	3	1	10	8	127
	4.	2	24	29	1	0	1	5	62
	5.	1	14	6	0	0	2	3	25
15. Eager to get involved	1.	9	32	39	1	6	4	5	366 96
	2.	15	46	85	4	3	18	11	182
	3.	1	29	28	2	0	6	7	73
	4.	0	0	2	0	0	0	2	4
	5.	1	4	2	0	0	1	1	9
16. FHERDA should be continued	1.	11	31	46	5	8	15	12	264 128
	2.	12	33	81	6	1	18	11	162
	3.	2	40	31	2	0	4	7	86
	4.	1	3	2	0	0	0	2	8
	5.	0	1	3	0	0	0	0	4
17. Cont has been dist Col	1.	1	1	1	1	2	1(tie)	1	388 1
Sup	2.	2	2	2	2	1	1(tie)	2	2
S B	3.	5	5	3	4	3	5	5	5
Pri	4.	3	3	4	3	4	3	3(tie)	3
Tch	5.	4	4	5	5	5(tie)	4	3(tie)	4
Lay	6.	6	6	6	6	5(tie)	6	6	6

	1.	2.	3.	4.	5.	6.	7.	ALL
Cont sh'd be dist Col 1.	4	1	3	2	4	1	1	2
Sup 2.	1(tie)	4	4	1	1	2	2	1
S B 3.	5	5	5	3	2	5	5	5
Pri 4.	1(tie)	3	2	4	3	3	3	3
Tch 5.	3	2	1	5	5	4	4	4
Lay 6.	6	6	6	6	6	6	6	6
18. Ideas have come from Col 1.	1	1	1	1(tie)	1	1	1	1
Sup 2.	2	2	2	1(tie)	2	2	2	2
S B 3.	5	5	5	5	5	5	5	5
Pri 4.	4	3	4	4	3	3	3	3
Tch 5.	3	4	3	3	4	4	4	4
Lay 6.	6	6	6	6	6	6	6	6
Idea Ideas sh'd come from Col 1.	4	3	3	1	1	1	2	2
Sup 2.	3	4	4	2	2(tie)	2(tie)	4	4
S B. 3.	5	5	5	5	5	5	5	5
Pri 4.	1	1	1	3	4	2(tie)	1	1
Tch 5.	2	2	2	4	2(tie)	4	3	3
Lay 6.	6	6	6	6	6	6	6	6